

# Multiple Agency Fiscal Note Summary

<b>Bill Number:</b> 1228 S HB	<b>Title:</b> Dual & tribal language edu.
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## Estimated Cash Receipts

NONE

Agency Name	2023-25		2025-27		2027-29	
	GF- State	Total	GF- State	Total	GF- State	Total
Local Gov. Courts						
Loc School dist-SPI		5,160,000		5,820,000		5,820,000
Loc School dist-SPI	In addition to the estimate above, there are additional indeterminate costs and/or savings. Please see individual fiscal note.					
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
Superintendent of Public Instruction	4.3	9,605,000	9,605,000	9,605,000	3.3	8,591,000	8,591,000	8,591,000	2.8	8,052,000	8,052,000	8,052,000
Superintendent of Public Instruction	In addition to the estimate above, there are additional indeterminate costs and/or savings. Please see individual fiscal note.											
<b>Total \$</b>	<b>4.3</b>	<b>9,605,000</b>	<b>9,605,000</b>	<b>9,605,000</b>	<b>3.3</b>	<b>8,591,000</b>	<b>8,591,000</b>	<b>8,591,000</b>	<b>2.8</b>	<b>8,052,000</b>	<b>8,052,000</b>	<b>8,052,000</b>

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			5,160,000			5,820,000			5,820,000
Loc School dist-SPI	In addition to the estimate above, there are additional indeterminate costs and/or savings. Please see individual fiscal note.								
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
<b>Total \$</b>	<b>0.0</b>	<b>0</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0</b>

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

<b>Prepared by:</b> Val Terre, OFM	<b>Phone:</b> (360) 280-3973	<b>Date Published:</b> Final 2/23/2023
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# Individual State Agency Fiscal Note

<b>Bill Number:</b> 1228 S HB	<b>Title:</b> Dual & tribal language edu.	<b>Agency:</b> 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	4.5	4.1	4.3	3.3	2.8
<b>Account</b>					
General Fund-State 001-1	4,728,000	4,877,000	9,605,000	8,591,000	8,052,000
<b>Total \$</b>	<b>4,728,000</b>	<b>4,877,000</b>	<b>9,605,000</b>	<b>8,591,000</b>	<b>8,052,000</b>

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: 02/08/2023
Agency Preparation: Tisha Kuhn	Phone: 360 725-6424	Date: 02/18/2023
Agency Approval: Amy Kollar	Phone: 360 725-6420	Date: 02/18/2023
OFM Review: Val Terre	Phone: (360) 280-3973	Date: 02/23/2023

## 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 compared to HB 1228

Section 2: Removes definitions that were originally in section 2. Moves narrative originally in section 3 to section 2.

Section 2(1)(a): Language added requiring the Office of Superintendent of Public Instruction (OSPI) to award grants to school districts and state-tribal education compact schools applying to establish or expand a dual language education program.

Section 2(1)(c): Language added indicating that recipients of the grants awarded under this subsection (1) must submit data to OSPI.

Section 2(2)(b): Removes requirement that the Office of Native Education (ONE) within OSPI must award grants to school districts establishing or expanding a tribal language education program.

Section 2(2)(d): Language added to indicate that the recipients of the grants awarded under this subsection (2) must submit data to OSPI identifying which students are enrolled in tribal language education programs.

Section 2(3)-(4): Moves previous section 4 to section 2(3) and section 2(4).

Section 2(5): Moves previous section 2 to section 2(5). Revises definitions for “dual language education” and “tribal language education”.

Section 3: Previously section 5.

Section 3(1): Language changed to provide an annual stipend to certificated instructional staff who demonstrate multilingual skills and instruction knowledge in which they maintain a teaching certificate with an approved indorsement.

Section 3(4): Language added for purposes of implementing this section, requires OSPI to approve language assessments, paraeducator subject matter certificates, and endorsements. Requires OSPI to collaborate with the Washington Professional Educator Standards Board (PESB) and the Paraeducator Board to identify the appropriate assessments, certificates, and endorsements.

Section 3(5): Language added that OSPI may adopt rules under chapter 34.05 RCW to implement this section but the rules may not require certificated instructional staff to be assigned to teach in the area of the approved endorsement in order to receive a stipend under this section.

Section 3(6): Language added indicating that in this section “public schools” has the same meaning as in RCW 28A.150.010.

Section 4: Previously section 6.

Section 4(4): Language added informing that this section governs school operation and management under RCW 28A.710.040 and 28A.715.020 and applies to charter schools established under chapter 28A.710 RCW and state-tribal education compact schools established under chapter 28A.715 RCW.

Section 5: Previously section 7.

Section 6(1): Language added requiring OSPI, by October 1, 2024, and noncompliance with RCW 43.01.036, to submit to the appropriate committees of the legislature a report on the costs to implement language education programs. Details the types of costs that must be described in the report.

Section 6(2): Language added defining “language education program” for the purposes of this section.

Section 6(3): Language added informing this section expires August 1, 2025.

Section 7: Previously section 9.

Section 7(1): Language added requiring the paraeducator board to collaborate with OSPI to align bilingual education and English language learner endorsement standards and determine language assessment requirements for multilingual teachers and paraeducators.

Section 7(2): Section expiration date changed to June 30, 2024.

Section 8: Previously section 10.

Section 8(1): Language added requiring ONE to convene a work group to develop supports necessary to serve American Indian and Alaska Native students identified as needing additional literacy supports. Expands the work group to include federally recognized tribes with reserved treaty rights in Washington.

Section 8(2): Changes the date that OSPI is required to provide school districts and state-tribal compact schools with program guidance, technical assistance, and professional learning to serve American Indian and Alaska Native students to the beginning with the 2024-25 school year.

Section 8(3): Section expiration date changed to June 30, 2026.

Section 9: Previously section 11.

Summary of SHB 1228:

Section 1 (New):

Section 1: The legislature finds and recognizes the following:

- (1) Benefits of multilingual, multiliterate education for all Washington students;
- (2) School districts are demonstrating a readiness to develop dual language education programs;
- (3) English learners benefit from specific instructional models and support;
- (4) Washington state has a duty to honor tribal sovereignty and a duty to serve American Indian and Alaska Native students.

Section 1(5): Intends to establish a comprehensive approach to support and expand dual language and tribal education in Washington state.

Section 2 (New):

Section 2(1): Requires Office of Superintendent of Public Instruction (OSPI) to administer a grant program to support school districts and state-tribal education compact schools who are establishing or expanding dual language education.

Section 2(1)(a): Subject to availability of amounts appropriated for this specific purpose, requires OSPI to award grants to school districts and state-tribal education compact schools who are establishing or expanding a dual language education program.

Section 2(1)(b): Requires OSPI to identify criteria for awarding the grants, evaluate applicants, and award grant money.

Section 2(1)(c): Requires recipients of the grants awarded under this subsection (1) to submit data to OSPI identifying which students are enrolled in dual language education programs.

Section 2(2): Requires OSPI to develop a program to support tribal language education. Requires the Office of Native Education (ONE) within OSPI to provide school districts and state-tribal education compact schools with guidance, technical assistance, and statewide leadership and support.

Section 2(2)(a): Requires ONE to administer a grant program to support school districts and state-tribal education compact schools who are establishing or expanding a tribal language education program.

Section 2(2)(b): Subject to availability of amounts appropriated for this specific purpose, requires OSPI to award grants to school districts and state-tribal education compact schools who are establishing or expanding a tribal language education program.

Section 2(2)(c): Requires ONE to identify criteria for awarding the grants, evaluate applicants, and award grant money.

Section 2(2)(d): Requires recipients of the grants awarded under this subsection (2) to submit data to OSPI identifying which students are enrolled in tribal language education programs.

Section 2(2)(e): Requires ONE to hold biannual convening with up to 20 tribal language educators to develop and share best practices, resources, and knowledge.

Section 2(3): Requires OSPI to provide technical assistance and support related to the establishment, implementation, and expansion of dual language education and tribal language education programs.

Section 2(4): Informs that OSPI may adopt rules under chapter 34.05 RCW for school districts and state-tribal education compact schools to establish, implement, and expand dual language education and tribal language education programs.

Section 2(5): Defines “dual language education” and “tribal language education”.

Section 3 (New):

Section 3(1): Beginning with the 2023-24 school year, requires certificated instructional staff in public schools who demonstrate multilingual skills and instructional knowledge through an approved endorsement to receive a \$5,000 annual stipend in which they maintain the teaching certificate with that endorsement. The stipend will increase each year by inflation.

Section 3(2): Beginning with the 2024-25 school year, requires paraeducators in Washington state public schools who demonstrate multilingual skills and instructional knowledge through an approved language assessment and an approved paraeducator subject matter certificate to receive a \$1,500 annual stipend for each year they maintain their paraeducator subject matter certificate. The annual stipend will increase each year by inflation.

Section 3(3): Informs that the stipends identified in section 3 are in addition to compensation received under a school district’s salary schedule adopted in accordance with RCW 28A.405.200 and may not be included in calculations of a school district’s average salary and associated salary limitations under RCW 28A.400.200.

Section 3(4):

1. Requires OSPI for purposes of implementing this section to approve language assessments, paraeducator subject matter certificates, and endorsements.
2. Requires OSPI to collaborate with the Washington Professional Educator Standards Board (PESB) and the Paraeducator Board to identify the appropriate assessments, certificates, and endorsements.

Section 3(5): Informs that OSPI may adopt rules under chapter 34.05 RCW to implement this section but the rules may not require certificated instructional staff to be assigned to teach in the area of the approved endorsement in order to receive a stipend under this section.

Section 3(6): Informs that in this section “public schools” has the same meaning as in RCW 28A.150.010.

Section 4 (Amended):

Section 4(1): Language added requiring school districts to award the seal of biliteracy to high school students who meet the criteria established by OSPI, beginning with the 2023-24 school year.

Section 4(3): Language added requiring OSPI to provide students access to methods to demonstrate proficiency in less commonly taught or assessed languages at a cost that is not higher than that of assessing commonly taught or assessed languages.

Section 4(4): Language added informing that this section governs school operation and management under RCW 28A.710.040 and 28A.715.020 and applies to charter schools established under chapter 28A.710 RCW and state-tribal education compact schools established under chapter 28A.715 RCW.

Section 5 (Amended): Language added indicating that the definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

Section 5(4)(a):

1. Strikes language informing that concepts and information are introduced in the primary language and reinforced in the second language; provided, that the program will include testing in the subject matter of English.
2. Language added to inform that dual language education and tribal language education as defined in section 2 are the preferred transitional bilingual instruction program models.

Section 6 (New):

Section 6(1): Requires OSPI, by October 1, 2024, and in compliance with RCW 43.01.036, to submit to the appropriate committees of the legislature a report on the costs to implement language education programs. Details the types of costs that must be described in the report.

Section 6(2): Defines “language education program” for the purposes of this section.

Section 6(3): Informs this section expires August 1, 2025.

Section 7 (New):

Section 7(1): By September 1, 2023, requires the Professional Educator Standards Board (PESB) and the Paraeducator Board to collaborate with OSPI to align bilingual education and English language learner endorsement standards and determine language assessment requirements for multilingual teachers and paraeducators.

Section 7(2): Informs that this section expires on June 30, 2024.

Section 8 (New):

Section 8(1): Requires ONE within OSPI to convene a work group to develop the supports necessary to serve American Indian and Alaska Native students identified as needing additional literacy supports. Identifies representation requirements for the work group and at a minimum what the work group will do.

Section 8(2): Beginning with the 2024-25 school year, requires OSPI to provide school district and state-tribal compact education compact schools with program guidance, technical assistance, and professional learning to serve American Indian and Alaska Native students with appropriate, culturally affirming literacy supports.

Section 8(3): Informs that this section expires on June 30, 2026.

Section 9 (New):

Repeals RCW 28A.300.574 (Dual language learning cohorts – rules) and 2017 c 236 s 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 cash receipts impact anticipated.

## 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 Expenditure Impact:

Section 2(1) and 2(2) states that subject to the availability of amounts appropriated for this specific purpose, OSPI must administer a grant program to support school districts and state-tribal education compact schools establishing or expanding a dual language education program and establishing or expanding a tribal language education program.

To accomplish this work, OSPI assumes the following:

OSPI Grants to School Districts and State-Tribal Education Compact Schools:

Section 2: Requires OSPI to administer a grant program to support school districts and state-tribal education compact schools establishing or expanding dual language education programs and school districts and state-tribal education compact schools establishing or expanding a tribal language education program.

- Establishing or expanding dual language education programs.

The expenditure impact for dual language education program grants is indeterminate. Should the legislature choose to provide funding, OSPI assumes that 55 dual language education program grants will be awarded, ranging from \$30k-100k per district. The funding amount is determined based on the activity level of each district (i.e. Dual Language planning, Dual Language early implementation, Dual Language expanding districts with 1-2 schools, Dual Language expanding districts with 3 or more schools, and Heritage language programs).

Grant funds will be used to support professional learning for teachers and staff members, contract work with consultants on program development, instructional materials in the non-English language, and support for family and community engagement meetings and activities.

- Establishing or expanding tribal language education programs.

The expenditure impact for tribal language education program grants is indeterminate. Should the legislature choose to provide funding, OSPI assumes that 40 tribal language education program grants will be awarded, receiving \$30k per district. The funding amount is determined based on the current level of funding for tribal language education program grants.

Grant funds will be used to support with program start-up costs, including professional learning and curricula in the tribal language.

Staffing:

1. Assuming 55 dual language education program grants will be awarded, OSPI would need one (1) 1.0 FTE Program Supervisor, beginning in FY24 to support the implementation of the dual language education grant program, identify criteria for awarding grants, review/approve, and provide technical support for grant applications. Program Supervisors will also

provide professional learning communities to support Dual Language leaders and teachers with program development, instructional strategies, and best practices. OSPI estimates the cost to be \$149,000 in FY24 and \$144,000 per year thereafter.

2. Assuming 40 tribal language education program grants will be awarded, OSPI would need one (1) 0.8 FTE Program Supervisor, beginning in FY24 to support the implementation of the tribal language education grant program, identify criteria for awarding grants, and to review/approve grant applications and program development. OSPI estimates the cost to be \$119,000 in FY24 and \$115,000 per year thereafter.

3. Assuming both the dual language and tribal education grant programs will award funding, OSPI would need one (1) 1.0 FTE Administrative Assistant, beginning in FY24 to support the programs. OSPI estimates the cost to be \$101,000 in FY24 and \$96,000 per year thereafter.

Section 2(2)(e) requires the Office of Native Education to convene biannually up to 20 tribal language educators to gather and share best practices, resources, and knowledge. OSPI estimates a cost of \$56,000 per fiscal year beginning in FY24.

Section 2(2)(3) requires OSPI to provide technical assistance and support related to the establishment, implementation, and expansion of dual language education and tribal language education programs. OSPI assumes this requirement will be fulfilled by the 1.0 FTE Program Supervisor for dual language education programs and the 0.8 FTE Program supervisor for tribal language education programs identified as a need for this section.

Section 3(1) states that certificated instructional staff who demonstrate multilingual skills and instructional knowledge through an approved endorsement shall receive a \$5,000 annual stipend in the 2023-24 school year. Thereafter, the annual stipend will increase by inflation.

- To incentivize bilingual educator growth and retention and to recognize the assets of bilingualism and biliteracy that these educators bring to the classroom, OSPI estimates to provide stipends to approximately 450 Bilingual Education endorsed educators and First People Language, Culture, and Oral Traditions (FPLC) certified educators who teach in tribal or dual language programs. Total cost: \$2.25 million per year beginning in FY24.

Section 3(2) states that paraeducators who demonstrate multilingual skills and instructional knowledge through an approved language assessment and an approved paraeducator subject matter certificate shall receive a \$1,500 annual stipend in the 2024-25 school year. Thereafter, the annual stipend will increase by inflation.

- OSPI estimates to provide stipends to approximately 440 bilingual instructional paraeducators working in tribal or dual language programs. The total number of bilingual instructional paraeducators is based on the bilingual instructional paraeducator headcount of approximately four per school with tribal or dual language programs. Total cost: \$660,000 per year beginning in FY25.

It is assumed that the administration of these stipends will be managed by OSPI staff.

Section 3(4) requires OSPI to approve language assessments, paraeducator subject matter certificates, and endorsements and must collaborate with PESB to identify the appropriate assessment, certificates, and endorsements for purposes of implementing this section. OSPI assumes this requirement will be fulfilled by the 1.0 FTE Program Supervisor for dual language education programs and the 0.8 FTE Program supervisor for tribal language education programs identified as a need for this section.

Section 4 states that beginning with the 2023-24 school year, school districts will award the seal of biliteracy to graduating high school students who meet the criteria established by OSPI and that OSPI must provide access to methods to demonstrate proficiency in less commonly taught or assessed languages at a cost that is not higher than that of assessing commonly taught or assessed languages.

- OSPI estimates contracts for up to 15 world languages educators at \$10,000 each who have experience and specialized knowledge in a variety of districts (e.g., small, rural, multi-high school, institutional education, and online learning) to support school districts with differentiated support and models to develop equitable language testing systems and knowledge of language proficiency development. Total cost: \$169,000 in FY24.
- OSPI anticipates hosting a statewide professional learning convenings at each of the nine (9) educational service districts to support districts with the seal of biliteracy criteria. Total cost: \$28,000 in FY24.
- Beginning in FY24, OSPI estimates \$705,000 per year to develop custom language testing for approximately 2,500 students with less commonly tested languages at \$250 for each test.

Section 6 requires OSPI by October 1, 2024, and in compliance with RCW 43.01.036, to submit a report on the costs to implement language education programs. OSPI estimates the need for a contract to conduct an evaluation of language education programs and the costs associated with educating similar students who are participating in transitional bilingual instruction programs that are not language education programs or educating similar students who are not participating in language education programs. Total cost: \$200,000 in FY24.

Section 8 focuses on developing supports and opportunities necessary to serve American Indian and Alaska Native students identified as needing additional literacy supports.

- OSPI estimates the need for a contract with Elders and language/culture leaders from Washington and outside of the state is needed to develop American Indian and Alaska Native culturally relevant instructional resources. Total cost: \$395,000 in FY24-26.
- OSPI estimates that the workgroup would meet eight (8) times to develop policies, guidance, and a menu of culturally relevant instructional resources for American Indian and Alaska Native students eligible for Title III, and eventually the state funded TBIP program. It is assumed that funding will be used to support travel, substitute costs, meeting materials and supplies, compensation for individuals with lived experiences, and meeting facilitation. Total cost: \$280,000 in FY24 and FY25.
- OSPI would need one (1) 1.0 FTE Program Supervisor, beginning in FY24 to support development of program guidance, technical assistance, and statewide leadership and support for school districts and state-tribal education compact schools that serve American Indian and Alaska Native students. OSPI estimates the cost to be \$149,000 in FY24 and \$144,000 per year in FY25-26.

#### PESB Expenditure Impact:

To implement section 3(2) of the bill, the Paraeducator Board would need to find and adopt an appropriate assessment. The Paraeducator Board would also need to ensure that competencies covered in the paraeducator subject matter certificate demonstrate the multilingual skills and instructional knowledge named in the bill. To implement section 3(4), PESB would need to collaborate with OSPI to identify appropriate assessments, certificates, and endorsements.

To implement section 7 of the bill, PESB would collaborate with OSPI to align multilingual education and English language learner endorsement standards and determine language assessment requirements for multilingual teachers and paraeducators. This collaboration would begin by 9/1/23. Rulemaking would be necessary to implement the assessment, requirements, and standards alignment. Assessment adoption and standards alignment would require ample stakeholder and partner input (e.g. from educators, administrators, human resource personnel, and other interested parties) to ensure that the assessment and related rules do not have unintended consequences.

Specifically, PESB would need to:

1. Conduct stakeholder engagement and research activities to inform assessment adoption, standard-setting, rule development, and standards alignment. This engagement and research may include:

- 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 for multilingual education, certification and paraeducator requirements
  - d. Convening a work group discuss endorsement competencies and assessment requirements
  - e. Review related research and studies
2. Find and adopt an appropriate assessment and set the standards
  3. Draft rules
  4. Collect, analyze, and respond to stakeholder community input and feedback on the assessment and rules
  5. Present the assessment and rules to the board for feedback and approval
  6. Adopt the assessment
  7. Review assessment criteria and set the threshold
  8. Review, adopt, revise, or redevelop the multilingual education and/or ELL endorsement competencies
  9. Collaborate with OSPI to align multilingual education and English language learner endorsement standards and determine language assessment requirements for multilingual teachers and paraeducators.
  10. Present the alignment across multilingual education and ELL endorsement competencies
  11. Finalize rules
  12. Conduct assessment and rule-related communications (including internal and external, such as Code Reviser paperwork)
  13. Provide post-adoption communication and outreach to those impacted
  14. Provide technical support, such as the development and periodic revision of guidance to support implementation of rule and other types of technical support

This would require the following effort and expenditures:

Fiscal year 2024 (Start-Up)

Object A (Salaries): \$58,000

- 0.53 FTE Program Manager

- 0.13 FTE Program/Policy Associate

Object B (Benefits): \$20,000

Object E (Goods/Services): \$20,000

Object G (Travel): \$1,000

Object J (Equipment): \$2,000

Total: \$101,000

Fiscal year 2025 (Continued Start-Up)

Object A (Salaries): \$20,000

- 0.21 FTE Program Manager

- 0.04 FTE Program/Policy Associate

Object B (Benefits): \$7,000

Object E (Goods/Services): \$5,000

Total: \$32,000

For subsequent years, ongoing activities such as revising rules, ensuring fidelity of the assessment and rule implementation, and communication and outreach would fall within PESB's regular scope of work and would not require additional resources.

For further funding information, see attached "SHB 1228 Fiscal Note Workbook".

## 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	4,728,000	4,877,000	9,605,000	8,591,000	8,052,000
<b>Total \$</b>			4,728,000	4,877,000	9,605,000	8,591,000	8,052,000

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	4.5	4.1	4.3	3.3	2.8
A-Salaries and Wages	350,038	312,038	662,076	497,844	411,612
B-Employee Benefits	175,708	162,708	338,416	267,136	222,856
C-Professional Service Contracts	1,495,000	1,100,000	2,595,000	1,805,000	1,410,000
E-Goods and Other Services	45,627	30,627	76,254	44,510	37,766
G-Travel	390,627	361,627	752,254	156,510	149,766
J-Capital Outlays	21,000		21,000		
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services	2,250,000	2,910,000	5,160,000	5,820,000	5,820,000
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
<b>Total \$</b>	4,728,000	4,877,000	9,605,000	8,591,000	8,052,000

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
Administrative Assistant 3	50,588	1.0	1.0	1.0	1.0	1.0
PESB Program Associate	72,000	0.1	0.2	0.2		
PESB Program Manager	88,540	0.5	0.0	0.3		
Program Supervisor	86,232	2.8	2.8	2.8	2.3	1.8
<b>Total FTEs</b>		4.5	4.1	4.3	3.3	2.8

### 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 is anticipated.

## **Part V: New Rule Making Required**

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

Section 3(2) would require PESB rulemaking to implement.

SHB 1228 OSPI Impact Summary							
Section	Description of Cost	FY24	FY25	FY26	FY27	FY28	FY29
2	Dual Language Grant Program	Indeterminate					
	Tribal Language Grant Program	Indeterminate					
	Professional Learning	56,000	56,000	56,000	56,000	56,000	56,000
	Section 2 Staff	369,000	355,000	355,000	355,000	355,000	355,000
	Technical Assistance	0	0	0	0	0	0
3	Bilingual Educator Stipend	2,250,000	2,250,000	2,250,000	2,250,000	2,250,000	2,250,000
	Bilingual Paraeducators Stipend	0	660,000	660,000	660,000	660,000	660,000
4	Statewide Convenings	28,000	0	0	0	0	0
	World Languages Educator Contracts	169,000	0	0	0	0	0
	Custom Language Testing	705,000	705,000	705,000	705,000	705,000	705,000
6	Report to the Legislature	226,000	0	0	0	0	0
3 & 7	PESB Staff	101,000	32,000	0	0	0	0
8	Workgroup	280,000	280,000	0	0	0	0
	Contract to develop American Indian and Alaska Native culturally relevant instructional resources	395,000	395,000	395,000	0	0	0
	Section 10 Staff	149,000	144,000	144,000	0	0	0
<b>Total:</b>		<b>4,728,000</b>	<b>4,877,000</b>	<b>4,565,000</b>	<b>4,026,000</b>	<b>4,026,000</b>	<b>4,026,000</b>

# Individual State Agency Fiscal Note

<b>Bill Number:</b> 1228 S HB	<b>Title:</b> Dual & tribal language edu.	<b>Agency:</b> SDF-School District Fiscal Note - SPI
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## Part I: Estimates

**No Fiscal Impact**

### Estimated Cash Receipts to:

ACCOUNT	FY 2024	FY 2025	2023-25	2025-27	2027-29
Local School District-Private/Local NEW-7	2,250,000	2,910,000	5,160,000	5,820,000	5,820,000
<b>Total \$</b>	2,250,000	2,910,000	5,160,000	5,820,000	5,820,000

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

### Estimated Operating Expenditures from:

Account	FY 2024	FY 2025	2023-25	2025-27	2027-29
School District Local-Private/Local NEW-7	2,250,000	2,910,000	5,160,000	5,820,000	5,820,000
<b>Total \$</b>	2,250,000	2,910,000	5,160,000	5,820,000	5,820,000

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: 02/08/2023
Agency Preparation: Tisha Kuhn	Phone: 360 725-6424	Date: 02/18/2023
Agency Approval: Amy Kollar	Phone: 360 725-6420	Date: 02/18/2023
OFM Review: Val Terre	Phone: (360) 280-3973	Date: 02/23/2023

## 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 compared to HB 1228

Section 2: Removes definitions that were originally in section 2. Moves narrative originally in section 3 to section 2.

Section 2(1)(a): Language added requiring the Office of Superintendent of Public Instruction (OSPI) to award grants to school districts and state-tribal education compact schools applying to establish or expand a dual language education program.

Section 2(1)(c): Language added indicating that recipients of the grants awarded under this subsection (1) must submit data to OSPI.

Section 2(2)(b): Removes requirement that the Office of Native Education (ONE) within OSPI must award grants to school districts establishing or expanding a tribal language education program.

Section 2(2)(d): Language added to indicate that the recipients of the grants awarded under this subsection (2) must submit data to OSPI identifying which students are enrolled in tribal language education programs.

Section 2(3)-(4): Moves previous section 4 to section 2(3) and section 2(4).

Section 2(5): Moves previous section 2 to section 2(5). Revises definitions for “dual language education” and “tribal language education”.

Section 3: Previously section 5.

Section 3(1): Language changed to provide an annual stipend to certificated instructional staff who demonstrate multilingual skills and instruction knowledge in which they maintain a teaching certificate with an approved indorsement.

Section 3(4): Language added for purposes of implementing this section, requires OSPI to approve language assessments, paraeducator subject matter certificates, and endorsements. Requires OSPI to collaborate with the Washington Professional Educator Standards Board (PESB) and the Paraeducator Board to identify the appropriate assessments, certificates, and endorsements.

Section 3(5): Language added that OSPI may adopt rules under chapter 34.05 RCW to implement this section but the rules may not require certificated instructional staff to be assigned to teach in the area of the approved endorsement in order to receive a stipend under this section.

Section 3(6): Language added indicating that in this section “public schools” has the same meaning as in RCW 28A.150.010.

Section 4: Previously section 6.

Section 4(4): Language added informing that this section governs school operation and management under RCW 28A.710.040 and 28A.715.020 and applies to charter schools established under chapter 28A.710 RCW and state-tribal education compact schools established under chapter 28A.715 RCW.

Section 5: Previously section 7.

Section 6(1): Language added requiring OSPI, by October 1, 2024, and noncompliance with RCW 43.01.036, to submit to the appropriate committees of the legislature a report on the costs to implement language education programs. Details the types of costs that must be described in the report.

Section 6(2): Language added defining “language education program” for the purposes of this section.

Section 6(3): Language added informing this section expires August 1, 2025.

Section 7: Previously section 9.

Section 7(1): Language added requiring the paraeducator board to collaborate with OSPI to align bilingual education and English language learner endorsement standards and determine language assessment requirements for multilingual teachers and paraeducators.

Section 7(2): Section expiration date changed to June 30, 2024.

Section 8: Previously section 10.

Section 8(1): Language added requiring ONE to convene a work group to develop supports necessary to serve American Indian and Alaska Native students identified as needing additional literacy supports. Expands the work group to include federally recognized tribes with reserved treaty rights in Washington.

Section 8(2): Changes the date that OSPI is required to provide school districts and state-tribal compact schools with program guidance, technical assistance, and professional learning to serve American Indian and Alaska Native students to the beginning with the 2024-25 school year.

Section 8(3): Section expiration date changed to June 30, 2026.

Section 9: Previously section 11.

Summary of SHB 1228:

Section 1 (New):

Section 1: The legislature finds and recognizes the following:

- (1) Benefits of multilingual, multiliterate education for all Washington students;
- (2) School districts are demonstrating a readiness to develop dual language education programs;
- (3) English learners benefit from specific instructional models and support;
- (4) Washington state has a duty to honor tribal sovereignty and a duty to serve American Indian and Alaska Native students.

Section 1(5): Intends to establish a comprehensive approach to support and expand dual language and tribal education in Washington state.

Section 2 (New):

Section 2(1): Requires Office of Superintendent of Public Instruction (OSPI) to administer a grant program to support school districts and state-tribal education compact schools who are establishing or expanding dual language education.

Section 2(1)(a): Subject to availability of amounts appropriated for this specific purpose, requires OSPI to award grants to school districts and state-tribal education compact schools who are establishing or expanding a dual language education program.

Section 2(1)(b): Requires OSPI to identify criteria for awarding the grants, evaluate applicants, and award grant money.

Section 2(1)(c): Requires recipients of the grants awarded under this subsection (1) to submit data to OSPI identifying which students are enrolled in dual language education programs.

Section 2(2): Requires OSPI to develop a program to support tribal language education. Requires the Office of Native Education (ONE) within OSPI to provide school districts and state-tribal education compact schools with guidance, technical assistance, and statewide leadership and support.

Section 2(2)(a): Requires ONE to administer a grant program to support school districts and state-tribal education compact schools who are establishing or expanding a tribal language education program.

Section 2(2)(b): Subject to availability of amounts appropriated for this specific purpose, requires OSPI to award grants to school districts and state-tribal education compact schools who are establishing or expanding a tribal language education program.

Section 2(2)(c): Requires ONE to identify criteria for awarding the grants, evaluate applicants, and award grant money.

Section 2(2)(d): Requires recipients of the grants awarded under this subsection (2) to submit data to OSPI identifying which students are enrolled in tribal language education programs.

Section 2(2)(e): Requires ONE to hold biannual convening with up to 20 tribal language educators to develop and share best practices, resources, and knowledge.

Section 2(3): Requires OSPI to provide technical assistance and support related to the establishment, implementation, and expansion of dual language education and tribal language education programs.

Section 2(4): Informs that OSPI may adopt rules under chapter 34.05 RCW for school districts and state-tribal education compact schools to establish, implement, and expand dual language education and tribal language education programs.

Section 2(5): Defines “dual language education” and “tribal language education”.

Section 3 (New):

Section 3(1): Beginning with the 2023-24 school year, requires certificated instructional staff in public schools who demonstrate multilingual skills and instructional knowledge through an approved endorsement to receive a \$5,000 annual stipend in which they maintain the teaching certificate with that endorsement. The stipend will increase each year by inflation.

Section 3(2): Beginning with the 2024-25 school year, requires paraeducators in Washington state public schools who demonstrate multilingual skills and instructional knowledge through an approved language assessment and an approved paraeducator subject matter certificate to receive a \$1,500 annual stipend for each year they maintain their paraeducator subject matter certificate. The annual stipend will increase each year by inflation.

Section 3(3): Informs that the stipends identified in section 3 are in addition to compensation received under a school district’s salary schedule adopted in accordance with RCW 28A.405.200 and may not be included in calculations of a school district’s average salary and associated salary limitations under RCW 28A.400.200.

Section 3(4):

1. Requires OSPI for purposes of implementing this section to approve language assessments, paraeducator subject matter certificates, and endorsements.
2. Requires OSPI to collaborate with the Washington Professional Educator Standards Board (PESB) and the Paraeducator Board to identify the appropriate assessments, certificates, and endorsements.

Section 3(5): Informs that OSPI may adopt rules under chapter 34.05 RCW to implement this section but the rules may not require certificated instructional staff to be assigned to teach in the area of the approved endorsement in order to receive a stipend under this section.

Section 3(6): Informs that in this section “public schools” has the same meaning as in RCW 28A.150.010.

Section 4 (Amended):

Section 4(1): Language added requiring school districts to award the seal of biliteracy to high school students who meet the criteria established by OSPI, beginning with the 2023-24 school year.

Section 4(3): Language added requiring OSPI to provide students access to methods to demonstrate proficiency in less commonly taught or assessed languages at a cost that is not higher than that of assessing commonly taught or assessed languages.

Section 4(4): Language added informing that this section governs school operation and management under RCW 28A.710.040 and 28A.715.020 and applies to charter schools established under chapter 28A.710 RCW and state-tribal education compact schools established under chapter 28A.715 RCW.

Section 5 (Amended): Language added indicating that the definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

Section 5(4)(a):

1. Strikes language informing that concepts and information are introduced in the primary language and reinforced in the second language; provided, that the program will include testing in the subject matter of English.
2. Language added to inform that dual language education and tribal language education as defined in section 2 are the preferred transitional bilingual instruction program models.

Section 6 (New):

Section 6(1): Requires OSPI, by October 1, 2024, and in compliance with RCW 43.01.036, to submit to the appropriate committees of the legislature a report on the costs to implement language education programs. Details the types of costs that must be described in the report.

Section 6(2): Defines “language education program” for the purposes of this section.

Section 6(3): Informs this section expires August 1, 2025.

Section 7 (New):

Section 7(1): By September 1, 2023, requires the Professional Educator Standards Board (PESB) and the Paraeducator Board to collaborate with OSPI to align bilingual education and English language learner endorsement standards and determine language assessment requirements for multilingual teachers and paraeducators.

Section 7(2): Informs that this section expires on June 30, 2024.

Section 8 (New):

Section 8(1): Requires ONE within OSPI to convene a work group to develop the supports necessary to serve American Indian and Alaska Native students identified as needing additional literacy supports. Identifies representation requirements for the work group and at a minimum what the work group will do.

Section 8(2): Beginning with the 2024-25 school year, requires OSPI to provide school district and state-tribal compact education compact schools with program guidance, technical assistance, and professional learning to serve American Indian and Alaska Native students with appropriate, culturally affirming literacy supports.

Section 8(3): Informs that this section expires on June 30, 2026.

Section 9 (New):

Repeals RCW 28A.300.574 (Dual language learning cohorts – rules) and 2017 c 236 s 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.*

School District Cash Receipt Impact:

OSPI Grants to School Districts and State-Tribal Education Compact Schools:

Section 2: Requires OSPI to administer a grant program to support school districts and state-tribal education compact schools establishing or expanding dual language education programs and school districts and state-tribal education compact schools establishing or expanding a tribal language education program.

- Establishing or expanding dual language education programs.

The expenditure impact for dual language education program grants is indeterminate. Should the legislature choose to provide funding, OSPI assumes that 55 dual language education program grants will be awarded, ranging from \$30k-100k per district. The funding amount is determined based on the activity level of each district (i.e. Dual Language planning, Dual Language early implementation, Dual Language expanding districts with 1-2 schools, Dual Language expanding districts with 3 or more schools, and Heritage language programs).

Grant funds will be used to support professional learning for teachers and staff members, contract work with consultants on program development, instructional materials in the non-English language, and support for family and community engagement meetings and activities.

- Establishing or expanding tribal language education programs.

The expenditure impact for tribal language education program grants is indeterminate. Should the legislature choose to provide funding, OSPI assumes that 40 tribal language education program grants will be awarded, receiving \$30k per district. The funding amount is determined based on the current level of funding for tribal language education program grants.

Grant funds will be used to support with program start-up costs, including professional learning and curricula in the tribal language.

Stipends:

Section 3(1) states that certificated instructional staff who demonstrate multilingual skills and instructional knowledge through an approved endorsement shall receive a \$5,000 annual stipend in the 2023-24 school year. Thereafter, the annual stipend will increase by inflation.

- To incentivize bilingual educator growth and retention and to recognize the assets of bilingualism and biliteracy that these educators bring to the classroom, OSPI estimates to provide stipends to approximately 450 Bilingual Education endorsed educators and First People Language, Culture, and Oral Traditions (FPLC) certified educators who teach in tribal or dual language programs. Total cost: \$2.25 million per year beginning in FY24.

Section 3(2) states that paraeducators who demonstrate multilingual skills and instructional knowledge through an approved language assessment and an approved paraeducator subject matter certificate shall receive a \$1,500 annual stipend in the 2024-25 school year. Thereafter, the annual stipend will increase by inflation.

- OSPI estimates to provide stipends to approximately 440 bilingual instructional paraeducators working in tribal or dual language programs. The total number of bilingual instructional paraeducators is based on the bilingual instructional

paraeducator headcount of approximately four per school with tribal or dual language programs. Total cost: \$660,000 per year beginning in FY25.

It is assumed that the administration of these stipends will be managed by OSPI staff.

## 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.*

School District Expenditure Impact:

Section 2(1) and 2(2) states that subject to the availability of amounts appropriated for this specific purpose, OSPI must administer a grant program to support school districts and state-tribal education compact schools establishing or expanding a dual language education program and establishing or expanding a tribal language education program.

To accomplish this work, OSPI assumes the following:

OSPI Grants to School Districts and State-Tribal Education Compact Schools:

Section 2: Requires OSPI to administer a grant program to support school districts and state-tribal education compact schools establishing or expanding dual language education programs and school districts and state-tribal education compact schools establishing or expanding a tribal language education program.

- Establishing or expanding dual language education programs.

The expenditure impact for dual language education program grants is indeterminate. Should the legislature choose to provide funding, OSPI assumes that 55 dual language education program grants will be awarded, ranging from \$30k-100k per district. The funding amount is determined based on the activity level of each district (i.e. Dual Language planning, Dual Language early implementation, Dual Language expanding districts with 1-2 schools, Dual Language expanding districts with 3 or more schools, and Heritage language programs).

Grant funds will be used to support professional learning for teachers and staff members, contract work with consultants on program development, instructional materials in the non-English language, and support for family and community engagement meetings and activities.

- Establishing or expanding tribal language education programs.

The expenditure impact for tribal language education program grants is indeterminate. Should the legislature choose to provide funding, OSPI assumes that 40 tribal language education program grants will be awarded, receiving \$30k per district. The funding amount is determined based on the current level of funding for tribal language education program grants.

Grant funds will be used to support with program start-up costs, including professional learning and curricula in the tribal language.

Stipends:

Section 3(1) states that certificated instructional staff who demonstrate multilingual skills and instructional knowledge through an approved endorsement shall receive a \$5,000 annual stipend in the 2023-24 school year. Thereafter, the annual stipend will increase by inflation.

- To incentivize bilingual educator growth and retention and to recognize the assets of bilingualism and biliteracy that these educators bring to the classroom, OSPI estimates to provide stipends to approximately 450 Bilingual Education endorsed educators and First People Language, Culture, and Oral Traditions (FPLC) certified educators who teach in tribal or dual language programs. Total cost: \$2.25 million per year beginning in FY24.

Section 3(2) states that paraeducators who demonstrate multilingual skills and instructional knowledge through an approved

language assessment and an approved paraeducator subject matter certificate shall receive a \$1,500 annual stipend in the 2024-25 school year. Thereafter, the annual stipend will increase by inflation.

- OSPI estimates to provide stipends to approximately 440 bilingual instructional paraeducators working in tribal or dual language programs. The total number of bilingual instructional paraeducators is based on the bilingual instructional paraeducator headcount of approximately four per school with tribal or dual language programs. Total cost: \$660,000 per year beginning in FY25.

It is assumed that the administration of these stipends will be managed by OSPI staff.

For further funding information, see attached “SHB 1228 SD Fiscal Note Workbook”.

### Part III: Expenditure Detail

#### III. A - Operating Budget Expenditures

Account	Account Title	Type	FY 2024	FY 2025	2023-25	2025-27	2027-29
NEW-7	School District Local	Private/Local	2,250,000	2,910,000	5,160,000	5,820,000	5,820,000
<b>Total \$</b>			2,250,000	2,910,000	5,160,000	5,820,000	5,820,000

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					
A-Salaries and Wages					
B-Employee Benefits					
C-Professional Service Contracts					
E-Goods and Other Services					
G-Travel					
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services	2,250,000	2,910,000	5,160,000	5,820,000	5,820,000
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
<b>Total \$</b>	2,250,000	2,910,000	5,160,000	5,820,000	5,820,000

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

**Part V: New Rule Making Required**

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

SHB 1228 School District Impact Summary							
Section	Description of Cost	FY24	FY25	FY26	FY27	FY28	FY29
2	Dual Language Grant Program	Indeterminate					
	Tribal Language Grant Program	Indeterminate					
3	Bilingual Educator Stipend	2,250,000	2,250,000	2,250,000	2,250,000	2,250,000	2,250,000
	Bilingual Paraeducators Stipend	0	660,000	660,000	660,000	660,000	660,000
<b>Total:</b>		<b>2,250,000</b>	<b>2,910,000</b>	<b>2,910,000</b>	<b>2,910,000</b>	<b>2,910,000</b>	<b>2,910,000</b>