

Multiple Agency Fiscal Note Summary

Bill Number: 1565 S 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	15.3	6,859,000	6,859,000	6,859,000	16.6	5,514,000	5,514,000	5,514,000	16.6	5,239,000	5,239,000	5,239,000
Superintendent of Public Instruction	In addition to the estimate above, there are additional indeterminate costs and/or savings. Please see individual fiscal note.											
Total \$	16.5	7,275,000	7,275,000	7,275,000	17.4	5,780,000	5,780,000	5,780,000	17.4	5,505,000	5,505,000	5,505,000

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 3/10/2023
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Individual State Agency Fiscal Note

Bill Number: 1565 S 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: 02/13/2023
Agency Preparation: David Davis	Phone: 3607537854	Date: 02/16/2023
Agency Approval: Brian Richardson	Phone: 360-485-1124	Date: 02/16/2023
OFM Review: Ramona Nabors	Phone: (360) 742-8948	Date: 02/20/2023

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.

Substitute HB 1565 differs from the original bill related to the Washington Student Achievement Council (WSAC) responsibilities as follows:

1. Repeals RCW 28B.76.699 and the Student Teaching Grant Program (Section 24).
2. Adds additional requirements/structures for the Office of Superintendent of Public Instruction (OSPI) and the Professional Educator Standard Board (PESB) whom WSAC will partner with.
3. Creates the Teacher Residency Conditional Scholarship to be administered by WSAC (Section 12).

These changes do not impact this fiscal note.

Substitute 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 increased support/development (including grants) for teacher residency programs in partnership with colleges and universities and local school districts that have teacher preparation programs, Office of Superintendent of Public Instruction (OSPI), Professional Educator Standards Board (PESB), and WSAC (Creation and support of conditional scholarship).

Other requirements of the bill include the creation of a Teacher Exchange Program report by OSPI, creation of beginning educator support team program (OSPI), and Educator Workforce Research (OSPI, PESB).

This bill repeals RCW 28B.76.699 and the Student Teaching Grant Program (Section 24).

Section 11 & 12 of Substitute HB1565:

WSAC will administer the 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.

To qualify, applicants must be accepted into, and maintain participation in, a teacher residency program; 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.

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.

Substitute HB 1565 would establish the Teacher Residency Conditional Scholarship, per Section 11.

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.

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 the number of participants.

The Washington Student Achievement Council would draw on experience and infrastructure from existing conditional scholarship programs, but Substitute 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 breach 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, and 0.1 FTE Communications Specialist.

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

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 and update administrative rules to conform with changes in statute.

Individual State Agency Fiscal Note

Bill Number: 1565 S 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	16.2	14.3	15.3	16.6	16.6
Account					
General Fund-State 001-1	3,999,000	2,860,000	6,859,000	5,514,000	5,239,000
Total \$	3,999,000	2,860,000	6,859,000	5,514,000	5,239,000

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: 02/13/2023
Agency Preparation: Jami Marcott	Phone: (360) 725-6230	Date: 03/08/2023
Agency Approval: Amy Kollar	Phone: 360 725-6420	Date: 03/08/2023
OFM Review: Val Terre	Phone: (360) 280-3973	Date: 03/10/2023

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 SHB 1565 Compared to HB 1565

Recruitment & Hiring of Public School Employees

Section 1 New

(3) Reporting requirements for this section have changed from December 1, 2023 to a preliminary report due June 30, 2024 and a final report due June 30, 2025.

Teacher Residency Program

Section 2 New

The definitions in this section have been modified.

Section 3

(1) State-tribal education compact schools have been added to the list of groups OSPI and PESB shall collaborate with to establish an application process

(2)(b)-(c) An exception is added to the requirement that each mentor is assigned one resident. On a case-by-case basis, OSPI and the PESB may approve an individual preservice mentor to be assigned up to two residents.

(2)(f) is language that stipulates at least half of the residency hours specified in (e) of this subsection are in a coteaching setting with the resident's mentor and the other half are with another teacher.

(2)(j) State-tribal education compact schools are added to the group in which the teacher preparation program must consult with to develop the coursework taught during the residency.

Section 4

(1) State-tribal education compact schools and consortia are added to the list of approved recipients of the grant program identified in this section.

(2) State-tribal education compact schools are added to prioritization of the grant program.

Section 5

(1)(a) State-tribal education compact schools and consortia are added to the partnership agreement created in this section.

(1)(b)(ii) State-tribal education compact schools and consortia are must also support residents in the program.

(1)(b)(iii) State-tribal education compact schools and consortia must also affirm the intent to hire its residents into teaching positions.

(2) State-tribal education compact schools and consortia are now included in the partnership agreement.

Section 6

(1) Language is removed that directs OSPI to develop standards for mentoring and induction of residents based on the standards of BEST.

(2) State-tribal education compact schools and consortia must also use the standards for preservice mentoring and induction developed under section 18.

Section 7

(1) Language is removed that directs OSPI and PESB to collaborate to develop model screening tools for school districts to use to identify and select mentors.

(2) State-tribal education compact schools and consortia must also use the screening tools developed under section 18.

Section 8

State-tribal education compact schools and consortia must also submit teacher residency program data as required by OSPI and PESB.

Section 9

The advisory council created in section 9 must include representatives of state associations representing teachers, principals, administrators, school board members, and families.

Section 11

(2)(b)(i) Applicants must now intend to pursue the identified endorsements in the 2024-25 and 2025-26 school years.

(2)(b)(ii) Beginning with the 2026-27 school year, applicants must intend to pursue an endorsement in a shortage area as defined by RCW 28B.102.020

Teacher Exchange Program Report

Section 15

(2)(c) A list of letters, or other documents, may also be submitted along with or in place of the memoranda of understanding for the Teacher Exchange Program.

The section titled Beginning Educator Support Team Program is retitled Preservice and Inservice Mentoring,

Preservice and Inservice Mentoring

Section 17

(2)(b) OSPI will now include state-tribal education compact schools in its notification of BEST and encourage all to apply for funds.

(3)(c) School districts and state-tribal education compact schools not recently funded by BEST must now exhibit a readiness to implement a local BEST program.

(3)(d) A new prioritization of BEST funds is added for districts and state-tribal education compact schools expanding upon existing BEST programs.

(7)(a) The definition of Beginning Educator moves from first year to first through third year principal, teacher, and educational staff associate.

Section 18

This section is added to the Preservice and Inservice Mentoring section. Subsequent sections are renumbered accordingly. Now amending RCW 28A.410

(1) PESB shall collaborate with OSPI to develop and periodically update:

(a) Standards for preservice mentoring and induction of preservice teachers, including residents as defined in section 2, based on the standards for BEST.

(b) Model screening tools for the identification and selection of residents and mentors as defined in section 2.

(2) The standards and model screening tools developed under subsection 1 must be posted on PESB's website.

Educator Workforce Research

Section 20 (previous section 19)

(2) The reporting requirements of this section are now to the extent the data is available. The State Board of Education and Washington Charter School Commission are no longer serviced by the reporting in this section.

Section 24

This is a new section repealing RCW 28B.76.699 (student teaching grant program – report – rules) and 2019 c 406 s 41,

Summary of SHB 1565

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) OSPI must submit a preliminary report by June 30, 2024 and a final by June 30, 2025. The report must include 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.

Teacher Residency Program

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, state-tribal education compact school, or consortium, 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) On a case by case basis, OSPI and PESB may approve a mentor to be assigned up to two residents
 - (d) Mentors receive a stipend of \$2,500 per year;
 - (e) Residents receive at least 900 hours of teaching experience during a school year;
 - (f) At least half of the residency hours specified in © of this subsection are in a coteaching setting with the resident's mentor, the other half with another teacher;
 - (g) Residents may not be assigned the lead or primary responsibility for student learning;
 - (h) Residents are in a cohort of at least 15;
 - (i) Mentors use the mentor and induction standards developed by OSPI under section 18;
 - (j) Coursework taught during the residency is codesigned by the teacher preparation program and the school district, state-tribal education compact school, or consortium, tightly integrated with residents' clinical practice, and focused on developing culturally responsive teachers;
 - (k) The program must prepare residents to meet or exceed the knowledge, skills, performance, and competency standards described in RCW 28A.410.270: and
 - (l) 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, state-tribal education compact schools, or consortia, 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 school districts, state-tribal education compact schools, or consortia with the highest percentages of teachers with limited certificates, and must be awarded as follows:

(14) 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, state-tribal education compact schools, or consortia, 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, state-tribal education compact school, or consortium must support residents in navigating the teacher residency program, as well as school district processes and structures; and

(iii) An affirmation by the school district, state-tribal education compact school, or consortium of its capacity and intent to hire its residents into teaching positions, with preference for positions in the resident’s endorsement area.

(14) A school district, state-tribal education compact school, or consortium, 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

School districts, state-tribal education compact school, and consortia must use the standards for mentoring and induction of residents developed under section 18.

Section 7 New

School districts, state-tribal education compact school, and consortia must use the screening tools developed under section 18.

Section 8 New

School districts, state-tribal education compact school, consortia, 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 council 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, state-tribal education compact schools, consortia, teacher preparation programs, mentors, and residents. The advisory council must include representatives of state associations representing teachers, principals, administrators, school board members, and families.

(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 as well as retainage, especially in shortage areas of endorsement.

(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) (i) For the 2024-25 and 2025-26 school year, 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

(ii) Beginning with the 2026-27 school year, intend to pursue an initial teacher certificate with an endorsement in a shortage area

(14)(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 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

Teacher Exchange Program

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 list of letters, memorandum of understanding, or other documents addressing issues such as teacher qualifications, including 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

Educator Preparation Program Improvement Report

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. The report must also include proposals for better coordination between educator preparation partners and opportunities for program improvement and expansion.
- (2) This section expires August 1, 2025

Preservice and Inservice Mentoring

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)
- (b) OSPI shall notify school districts and state-tribal education compact schools about the BEST program and encourage them to apply for funds.
- (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)
- (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.
- (d) A fourth prioritization is added that school districts and state-tribal education compact schools expanding existing local BEST programs.
- (4) A portion of the funds appropriated may be used by OSPI for administration
 - (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.410

- (1) PESB shall collaborate with OSPI to develop and periodically update:
 - a. Standards for preservice mentoring and induction of preservice teachers based on standards for beginning educator mentoring and induction under RCW 28A.415.265; and
 - b. Model screening tools for the identification and selection of residents and mentors, as defined in section 2
- (2) The standards and model screening tools developed under subsection 1 must be posted on PESB's website.

Educator Workforce Research

Section 19 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 20 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) To the extent data is available, the K-12 education data improvement system must now service reporting requirements for educators, public schools, and PESB in addition to the list in current statute.

(3) The K-12 education data improvement system must include the following information and functionality:

a. Comprehensive educator information now includes educator preparation programs. Institutions of higher education have been removed.

(7) This section provides definitions to commonly used terms in this section.

Section 21 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 22 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 23 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 24 New

This is a new section repealing RCW 28B.76.699 (student teaching grant program – report – rules) and 2019 c 406 s 41, 2019 c 295 s 206, and 2016 c 233 s 17.

Section 25 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 NEW

This section requires OSPI to initiate and oversee the development and implementation of an online platform for the recruitment and hiring of public-school employees. 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.

Teacher Residency Program

Section 3

(1) OSPI and PESB shall collaborate to establish an application and approval process for a school district, state-tribal education compact school, or consortium, 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) This section requires teacher residents receive compensation equivalent to first year paraeducators as defined in RCW 28A.413.010. OSPI does not collect data on the average salary of first year paraeducators, only the average salary of all paraeducators. Using the Living Wage Calculation for Washington (MIT Living Wage Calculator) and assuming the salary rate for one adult with one child, this estimates the salary at \$35,000 per year. The calculation is as follows: salary rate of \$38.68/hour x 900 hours of preservice practicum hours = \$35,000/year rounded. The annual impact is captured under the grants in section 4.

(2)(d) Preservice mentors receive \$2,500 per year. OSPI assumes 225 mentors per year. Mentors can receive an exception to mentor up to two residents per year. OSPI cannot predict how many mentors will be assigned two residents. Using the highest ratio of 1:1, the estimated cost for mentor stipends is up to \$563,000 annually.

Section 4

Subject to appropriation, OSPI will issue grants to school districts, state-tribal education compact schools, or consortia for teacher residency programs. OSPI staffing costs associated with section 4 are recognized in section 3(1).

Subsections a-c require at least 5 grants to support cohorts in each of the following endorsement areas: bilingual education or English language learner, special education or early childhood special education, and elementary education. Each of these cohorts will receive one grant. Each cohort will include the following:

- 15 teacher residents @ \$35,000 each
 - 1 Liaison (as required by section 5(1)(b)(ii)) @ \$103,000
 - 1 TOSA (as required by section 5(1)(b)(i)) @ \$103,000
- Total cost of each grant is \$731,000.

The cost for 15 grants at \$731,000 each is a total cost of \$10,965,000.

OSPI will incur costs to make changes to the seven systems that make up the school apportionment and financial management systems. The cost is \$400,000 in FY24 and \$150,000 annually thereafter for ongoing maintenance.

Section 5

(1)(a) OSPI and PESB shall collaborate to develop and publish a model agreement for school districts, state-tribal education compact schools, and teacher preparation programs partnering to operate teacher residency programs. OSPI staff costs

for section 5 are reflected in section 3(1).

Section 11

The teacher Residency Conditional Scholarship Program is created to provide financial aid to encourage persons to become teachers as well as retainage, especially in shortage areas of endorsement. Section 12 states that the Washington Student Achievement Council (WSAC) will administer the Teacher Residency Scholarship Program therefore there is no 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 cost to OSPI to implement this section.

Teacher Exchange Program Report

Section 15

(1) 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.

Preservice and Inservice Mentoring

Section 17 Amending RCW 28A.415.265

Language is added that requires OSPI to allocate the BEST appropriation for the implementation of local BEST programs with components described in subsection (5). To fund the gap in services for BEST educators, OSPI would need an additional \$3,000,000. To fund stipends for mentors, professional learning days, and increase accessibility to districts that are not currently receiving BEST grants OSPI would need \$2,800,000.

OSPI will require a 1.0 FTE Associate Director to execute this work. The cost is \$190,000 in FY24 and \$179,000 annually thereafter.

Educator Workforce Research

Section 19

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.

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 20

(2) The reporting of this section is now only to the extent that data is available. OSPI is not required to collect additional data for these reporting requirements resulting in no additional cost.

Section 21

(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 19.

PESB Cost Assumptions:

PESB staffing cost data below includes salaries, benefits, and related goods, services, and travel, but contract amounts are broken out separately.

To implement Section 2, PESB will revise WAC 181-80-005 with regard to definitions of ‘residency,’ and other terms. PESB assumes the effort involved will not be material after FY 24.

Section 2 Effort and Cost:

FY24 - 0.1 FTE program manager: \$15,000 total

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 residency program proposals and develop guidance for preparation programs and school districts. PESB will work in collaboration with OSPI.

Section 3 Effort and Cost:

FY24 – 0.8 FTE program manager and 0.2 FTE coordinator: \$141,000 total

FY25 – 0.8 FTE program manager and 0.2 FTE coordinator: \$137,000 total

Subsequent years - 0.8 FTE program manager and 0.2 FTE coordinator: \$137,000 total per year

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. PESB assumes OSPI will implement and administer the grant program.

Section 4 Effort and Cost:

FY24 – 0.8 FTE program manager and 0.1 FTE coordinator: \$130,000 total

FY25 – 0.8 FTE program manager and 0.1 FTE coordinator: \$126,000 total

Subsequent Years - 0.8 FTE program manager and 0.1 FTE coordinator: \$126,000 total per year

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.

Section 5 Effort and Cost:

FY 24 - 0.2 FTE program manager and 0.2 FTE coordinator: \$52,000 total

FY 25 – 0.2 FTE program manager and 0.2 FTE coordinator: \$50,000 total

To implement Section 8 PESB will need to develop a data governance system and collect and analyze data. PESB will work with OSPI to coordinate, develop, and communicate guidelines for districts and teacher preparation programs regarding

submission of data. PESB will contract with The Education Research and Data Center (ERDC) for dedicated ERDC staff support. The cost of this contracting is recognized in Section 20.

Section 8 Effort and Cost:

FY 24 - 0.2 FTE data director, 0.2 FTE data manager, and 0.2 FTE data associate: \$108,000 total

FY 25 - 0.2 FTE data director, 0.2 FTE data manager, and 0.2 FTE data associate: \$106,000 total

Subsequent Years - 0.2 FTE data director, 0.2 FTE data manager, and 0.2 FTE data associate: \$106,000 total per year

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 in-person and virtual meetings, and create communications regarding the committee's ongoing guidance and recommendations. This section expires June 30, 2033.

Section 9 Effort and Cost:

FY24 0.3 FTE program manager and 0.2 FTE coordinator: \$67,000 total

FY25 0.3 FTE program manager and 0.2 FTE coordinator: \$64,000 total

Subsequent Years - 0.3 FTE program manager and 0.2 FTE coordinator: \$64,000 total per year

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 August 1, 2029. This will require additional data collection process and site-visit reviews on residency programs. Based on a cost estimate from the Learning Policy Institute (LPI), 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.

Section 10 Effort and Cost:

FY24 - 0.1 FTE program manager: \$15,000 total

FY25 - 0.1 FTE program manager and \$295,000 contract: \$312,000 total

FY26 through FY28 – 0.1 FTE program manager and \$295,000 contract: \$312,000 total per year

FY29 - 0.1 FTE program manager and \$20,000 contract: \$37,000 total

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.

Section 16 Effort and Cost:

FY 24 - 0.2 FTE data director, 0.2 FTE data manager, and 0.2 FTE data associate: \$108,000 total

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.

Section 17 Effort and Cost:

FY 24 - 0.1 FTE program manager, 0.1 FTE program/policy associate, and 0.1 FTE coordinator: total cost \$37,000

FY 25 - 0.1 FTE program manager, 0.1 FTE program/policy associate, and 0.1 FTE coordinator: total cost \$36,000

Subsequent Years - 0.1 FTE program manager, 0.1 FTE program/policy associate, and 0.1 FTE coordinator: total cost \$36,000 per year

To implement Section 18 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 and 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, at an estimated contract cost of \$50,000/year during FY24 and FY25. Since residents are pre-service teachers, PESB will collaborate with OSPI and provide technical assistance and regulatory oversight to preparation programs.

Section 18 Effort and Cost:

FY 24 - 0.2 FTE program manager, 1.0 FTE program/policy associate, 0.1 FTE coordinator and \$50,000 contract: total cost \$219,000

FY 25 - 0.2 FTE program manager, 1.0 FTE program/policy associate, 0.1 FTE coordinator, and \$50,000 contract: total cost \$210,000

Subsequent Years - 0.2 FTE program manager, 1.0 FTE program/policy associate, and 0.1 FTE coordinator: total cost \$157,000 per year

To implement Section 19, 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. ERDC contract support is included in the note for Section 20.

Section 19 Effort and Cost:

FY 24 - 0.4 FTE data director, 0.4 FTE data manager, and 0.4 FTE data associate: \$216,000 total

FY 25 - 0.4 FTE data director, 0.4 FTE data manager, and 0.4 FTE data associate: \$212,000 total

Subsequent Years - 0.4 FTE data director, 0.4 FTE data manager, and 0.4 FTE data associate: \$212,000 total per year

To implement Section 20, 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 the 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. PESB will contract with ERDC for dedicated staffing and technical support.

Section 20 Effort and Cost:

FY 24 - 0.2 FTE data director, 0.2 FTE data manager, 0.2 FTE data associate, and \$245,000 contract: \$356,000 total

FY 25 - 0.2 FTE data director, 0.2 FTE data manager, 0.2 FTE data associate, and \$150,000 contract: \$259,000 total

Subsequent Years - 0.2 FTE data director, 0.2 FTE data manager, 0.2 FTE data associate, and \$150,000 contract: \$259,000 total per year

To implement Sections 21 and 22, PESB must participate in the K-12 data governance group and will convene annual educational service district meetings 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.

Section 21 and 22 Effort and Cost:

FY 24 - 0.2 FTE data director, 0.2 FTE data manager, and 0.2 FTE data associate: \$108,000 total

FY 25 - 0.2 FTE data director, 0.2 FTE data manager, and 0.2 FTE data associate: \$106,000 total

Subsequent Years - 0.2 FTE data director, 0.2 FTE data manager, and 0.2 FTE data associate: \$106,000 total per year

To implement Section 23, 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 will contract with ERDC for dedicated ERDC staff support. The cost of this contracting is recognized in Section 20.

Section 23 Effort and Cost:

FY 24 – 1.4 FTE program manager, 1.0 FTE program/policy associate, 0.5 FTE coordinator: total cost \$384,000

FY 25 - 1.4 FTE program manager, 1.0 FTE program/policy associate, 0.5 FTE coordinator: total cost \$372,000

Subsequent Years - 1.4 FTE program manager, 1.0 FTE program/policy associate, 0.5 FTE coordinator: total cost \$372,000 per year

PESB’s collective Implementation of all the sections listed above 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 to legislature. 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

Effort:

4.0 FTE program manager; 2.1 FTE program/policy Associate; 1.4 FTE coordinator; 1.2 FTE data associate; 1.2 FTE data manager; 1.2 FTE data director

Cost:

\$999,000 Object A Salaries
 \$343,000 Object B Employee Benefits
 \$295,000 Object C Contracts
 \$230,000 Object E Goods and Services
 \$33,000 Object G Travel
 \$56,000 Object J Equipment
 \$1,956,000 Total

FISCAL YEAR 2025

Effort

3.9 FTE program manager; 2.1 FTE program/policy associate; 1.4 FTE coordinator; 1.0 FTE data associate; 1.0 FTE data manager; 1.0 FTE data director

Cost:

\$922,000 Object A Salaries
 \$318,000 Object B Employee Benefits
 \$495,000 Object C Contracts
 \$224,000 Object E Goods and Services
 \$31,000 Object G Travel
 \$0 Object J Equipment
 \$1,990,000 Total

FISCAL YEARS 2026-2028

Effort:

3.7 FTE program manager; 2.1 FTE program/policy associate; 1.2 FTE coordinator; 1.0 FTE data associate; 1.0 FTE data manager; 1.0 FTE data director

Cost:

\$892,000 Object A Salaries

\$307,000 Object B Employee Benefits
\$445,000 Object C Contracts
\$200,000 Object E Goods and Services
\$30,000 Object G Travel
\$13,000 Object J Equipment
\$1,887,000 Total

FISCAL YEAR 2029

Effort:
3.7 FTE program manager; 2.1 FTE program/policy associate; 1.2 FTE coordinator; 1.0 FTE data associate; 1.0 FTE data manager; 1.0 FTE data director

Cost:
\$892,000 Object A Salaries
\$307,000 Object B Employee Benefits
\$170,000 Object C Contracts
\$200,000 Object E Goods and Services
\$30,000 Object G Travel
\$13,000 Object J Equipment
\$1,612,000 Total

FISCAL YEARS 2030-2033

Effort:
Effort:
3.6 FTE program manager; 2.1 FTE program/policy associate; 1.2 FTE coordinator; 1.0 FTE data associate; 1.0 FTE data manager; 1.0 FTE data director

Cost:
\$883,000 Object A Salaries
\$304,000 Object B Employee Benefits
\$150,000 Object C Contracts
\$195,000 Object E Goods and Services
\$30,000 Object G Travel
\$13,000 Object J Equipment
\$1,575,000 Total

SUBSEQUENT FISCAL YEARS (AFTER FISCAL YEAR 2033)

Effort:
3.3 FTE program manager; 1.9 FTE program/policy associate; 1.2 FTE coordinator; 1.0 FTE data associate; 1.0 FTE data manager; 1.0 FTE data director

Cost:
\$844,000 Object A Salaries
\$290,000 Object B Employee Benefits
\$150,000 Object C Contracts
\$186,000 Object E Goods and Services
\$28,000 Object G Travel
\$12,000 Object J Equipment
\$1,510,000 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	3,999,000	2,860,000	6,859,000	5,514,000	5,239,000
Total \$			3,999,000	2,860,000	6,859,000	5,514,000	5,239,000

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	16.2	14.3	15.3	16.6	16.6
A-Salaries and Wages	1,466,000	1,343,000	2,809,000	2,626,000	2,626,000
B-Employee Benefits	586,000	537,000	1,123,000	1,052,000	1,052,000
C-Professional Service Contracts	1,503,000	664,000	2,167,000	1,228,000	953,000
E-Goods and Other Services	265,000	255,000	520,000	462,000	462,000
G-Travel	67,000	61,000	128,000	120,000	120,000
J-Capital Outlays	112,000		112,000	26,000	26,000
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	3,999,000	2,860,000	6,859,000	5,514,000	5,239,000

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	1.0	1.0	1.0	1.0	1.0
Data Associate	90,000	1.2	1.0	1.1	1.0	1.0
Data Director	130,000	1.2	1.0	1.1	1.0	1.0
Data Manager	120,000	1.2	1.0	1.1	1.0	1.0
Program Coordinator	65,000	1.2	1.2	1.2	1.7	1.7
Program Manager	90,000	4.3	3.5	3.9	4.3	4.3
Program Specialist	85,000	1.0	1.0	1.0	1.0	1.0
Program Supervisor	91,000	0.5		0.3		
Program/Policy Associate	70,000	2.1	2.1	2.1	3.1	3.1
Senior Data Analyst	100,000	2.0	2.0	2.0	2.0	2.0
Total FTEs		16.2	14.3	15.3	16.6	16.6

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 S 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: 02/13/2023
Agency Preparation: Jami Marcott	Phone: (360) 725-6230	Date: 03/08/2023
Agency Approval: Amy Kollar	Phone: 360 725-6420	Date: 03/08/2023
OFM Review: Val Terre	Phone: (360) 280-3973	Date: 03/10/2023

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 SHB 1565 Compared to HB 1565

Recruitment & Hiring of Public School Employees

Section 1 New

(3) Reporting requirements for this section have changed from December 1, 2023 to a preliminary report due June 30, 2024 and a final report due June 30, 2025.

Teacher Residency Program

Section 2 New

The definitions in this section have been modified.

Section 3

(1) State-tribal education compact schools have been added to the list of groups OSPI and PESB shall collaborate with to establish an application process

(2)(b)-(c) An exception is added to the requirement that each mentor is assigned one resident. On a case-by-case basis, OSPI and the PESB may approve an individual preservice mentor to be assigned up to two residents.

(2)(f) is language that stipulates at least half of the residency hours specified in (e) of this subsection are in a coteaching setting with the resident's mentor and the other half are with another teacher.

(2)(j) State-tribal education compact schools are added to the group in which the teacher preparation program must consult with to develop the coursework taught during the residency.

Section 4

(1) State-tribal education compact schools and consortia are added to the list of approved recipients of the grant program identified in this section.

(2) State-tribal education compact schools are added to prioritization of the grant program.

Section 5

(1)(a) State-tribal education compact schools and consortia are added to the partnership agreement created in this section.

(1)(b)(ii) State-tribal education compact schools and consortia are must also support residents in the program.

(1)(b)(iii) State-tribal education compact schools and consortia must also affirm the intent to hire its residents into teaching positions.

(2) State-tribal education compact schools and consortia are now included in the partnership agreement.

Section 6

(1) Language is removed that directs OSPI to develop standards for mentoring and induction of residents based on the standards of BEST.

(2) State-tribal education compact schools and consortia must also use the standards for preservice mentoring and induction developed under section 18.

Section 7

(1) Language is removed that directs OSPI and PESB to collaborate to develop model screening tools for school districts to use to identify and select mentors.

(2) State-tribal education compact schools and consortia must also use the screening tools developed under section 18.

Section 8

State-tribal education compact schools and consortia must also submit teacher residency program data as required by OSPI and PESB.

Section 9

The advisory council created in section 9 must include representatives of state associations representing teachers, principals, administrators, school board members, and families.

Section 11

(2)(b)(i) Applicants must now intend to pursue the identified endorsements in the 2024-25 and 2025-26 school years.

(2)(b)(ii) Beginning with the 2026-27 school year, applicants must intend to pursue an endorsement in a shortage area as defined by RCW 28B.102.020

Teacher Exchange Program Report

Section 15

(2)(c) A list of letters, or other documents, may also be submitted along with or in place of the memoranda of understanding for the Teacher Exchange Program.

The section titled Beginning Educator Support Team Program is retitled Preservice and Inservice Mentoring,

Preservice and Inservice Mentoring

Section 17

(2)(b) OSPI will now include state-tribal education compact schools in its notification of BEST and encourage all to apply for funds.

(3)(c) School districts and state-tribal education compact schools not recently funded by BEST must now exhibit a readiness to implement a local BEST program.

(3)(d) A new prioritization of BEST funds is added for districts and state-tribal education compact schools expanding upon existing BEST programs.

(7)(a) The definition of Beginning Educator moves from first year to first through third year principal, teacher, and educational staff associate.

Section 18

This section is added to the Preservice and Inservice Mentoring section. Subsequent sections are renumbered accordingly. Now amending RCW 28A.410

(1) PESB shall collaborate with OSPI to develop and periodically update:

(a) Standards for preservice mentoring and induction of preservice teachers, including residents as defined in section 2, based on the standards for BEST.

(b) Model screening tools for the identification and selection of residents and mentors as defined in section 2.

(2) The standards and model screening tools developed under subsection 1 must be posted on PESB's website.

Educator Workforce Research

Section 20 (previous section 19)

(2) The reporting requirements of this section are now to the extent the data is available. The State Board of Education and Washington Charter School Commission are no longer serviced by the reporting in this section.

Section 24

This is a new section repealing RCW 28B.76.699 (student teaching grant program – report – rules) and 2019 c 406 s 41,

Summary of SHB 1565

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) OSPI must submit a preliminary report by June 30, 2024 and a final by June 30, 2025. The report must include 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.

Teacher Residency Program

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, state-tribal education compact school, or consortium, 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) On a case by case basis, OSPI and PESB may approve a mentor to be assigned up to two residents
 - (d) Mentors receive a stipend of \$2,500 per year;
 - (e) Residents receive at least 900 hours of teaching experience during a school year;
 - (f) At least half of the residency hours specified in © of this subsection are in a coteaching setting with the resident's mentor, the other half with another teacher;
 - (g) Residents may not be assigned the lead or primary responsibility for student learning;
 - (h) Residents are in a cohort of at least 15;
 - (i) Mentors use the mentor and induction standards developed by OSPI under section 18;
 - (j) Coursework taught during the residency is codesigned by the teacher preparation program and the school district, state-tribal education compact school, or consortium, tightly integrated with residents' clinical practice, and focused on developing culturally responsive teachers;
 - (k) The program must prepare residents to meet or exceed the knowledge, skills, performance, and competency standards described in RCW 28A.410.270: and
 - (l) 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, state-tribal education compact schools, or consortia, 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 school districts, state-tribal education compact schools, or consortia with the highest percentages of teachers with limited certificates, and must be awarded as follows:

(14) 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, state-tribal education compact schools, or consortia, 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, state-tribal education compact school, or consortium must support residents in navigating the teacher residency program, as well as school district processes and structures; and

(iii) An affirmation by the school district, state-tribal education compact school, or consortium of its capacity and intent to hire its residents into teaching positions, with preference for positions in the resident’s endorsement area.

(14) A school district, state-tribal education compact school, or consortium, 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

School districts, state-tribal education compact school, and consortia must use the standards for mentoring and induction of residents developed under section 18.

Section 7 New

School districts, state-tribal education compact school, and consortia must use the screening tools developed under section 18.

Section 8 New

School districts, state-tribal education compact school, consortia, 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 council 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, state-tribal education compact schools, consortia, teacher preparation programs, mentors, and residents. The advisory council must include representatives of state associations representing teachers, principals, administrators, school board members, and families.

(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 as well as retainage, especially in shortage areas of endorsement.

(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) (i) For the 2024-25 and 2025-26 school year, 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

(ii) Beginning with the 2026-27 school year, intend to pursue an initial teacher certificate with an endorsement in a shortage area

(14)(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 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

Teacher Exchange Program

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 list of letters, memorandum of understanding, or other documents addressing issues such as teacher qualifications, including 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

Educator Preparation Program Improvement Report

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. The report must also include proposals for better coordination between educator preparation partners and opportunities for program improvement and expansion.
- (2) This section expires August 1, 2025

Preservice and Inservice Mentoring

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)
- (b) OSPI shall notify school districts and state-tribal education compact schools about the BEST program and encourage them to apply for funds.
- (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)
- (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.
- (d) A fourth prioritization is added that school districts and state-tribal education compact schools expanding existing local BEST programs.
- (4) A portion of the funds appropriated may be used by OSPI for administration
- (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.410

- (1) PESB shall collaborate with OSPI to develop and periodically update:
 - a. Standards for preservice mentoring and induction of preservice teachers based on standards for beginning educator mentoring and induction under RCW 28A.415.265; and
 - b. Model screening tools for the identification and selection of residents and mentors, as defined in section 2
- (2) The standards and model screening tools developed under subsection 1 must be posted on PESB's website.

Educator Workforce Research

Section 19 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 20 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) To the extent data is available, the K-12 education data improvement system must now service reporting requirements for educators, public schools, and PESB in addition to the list in current statute.

(3) The K-12 education data improvement system must include the following information and functionality:

a. Comprehensive educator information now includes educator preparation programs. Institutions of higher education have been removed.

(7) This section provides definitions to commonly used terms in this section.

Section 21 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 22 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 23 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 24 New

This is a new section repealing RCW 28B.76.699 (student teaching grant program – report – rules) and 2019 c 406 s 41, 2019 c 295 s 206, and 2016 c 233 s 17.

Section 25 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.

(2)(d) Preservice mentors receive \$2,500 per year. OSPI assumes 225 mentors per year. Mentors can receive an exception to mentor up to two residents per year. OSPI cannot predict how many mentors will be assigned two residents. Using the highest ratio of 1:1, the estimated impact for mentor stipends is up to \$563,000 annually.

Section 4

Subject to appropriation, school districts, state-tribal education compact schools, or consortia could receive grant funds for

teacher residency programs. The impact is indeterminate with the following assumptions.

Subsections a-c require at least 5 grants to support cohorts in each of the following endorsement areas: bilingual education or English language learner, special education or early childhood special education, and elementary education. Each of these cohorts will receive one grant. Each cohort will include the following:

15 teacher residents @ \$35,000 each

1 Liaison (as required by section 5(1)(b)(ii)) @ \$103,000

1 TOSA (as required by section 5(1)(b)(i)) @ \$103,000

Total impact of each grant is \$731,000.

The impact for 15 grants at \$731,000 each is a total cost of \$10,965,000.

Section 17 Amending RCW 28A.415.265

Language is added that requires OSPI to allocate the BEST appropriation for the implementation of local BEST programs with components described in subsection (5). To fund the gap in services for BEST educators, grant recipients could receive additional \$3,000,000. To fund stipends for mentors, professional learning days, and increase accessibility to districts that are not currently receiving BEST grants recipients would need \$2,800,000.

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.

(2)(d) Preservice mentors receive \$2,500 per year. OSPI assumes 225 mentors per year. Mentors can receive an exception to mentor up to two residents per year. OSPI cannot predict how many mentors will be assigned two residents. Using the highest ratio of 1:1, the estimated cost for mentor stipends is up to \$563,000 annually.

Section 4

Subject to appropriation, school districts, state-tribal education compact schools, or consortia could receive grant funds for teacher residency programs. The cost is indeterminate with the following assumptions.

Subsections a-c require at least 5 grants to support cohorts in each of the following endorsement areas: bilingual education or English language learner, special education or early childhood special education, and elementary education. Each of these cohorts will receive one grant. Each cohort will include the following:

15 teacher residents @ \$35,000 each

1 Liaison (as required by section 5(1)(b)(ii)) @ \$103,000

1 TOSA (as required by section 5(1)(b)(i)) @ \$103,000

Total cost of each cohort is \$731,000.

The cost for 15 cohorts at \$731,000 each is a total cost of \$10,965,000.

Section 17 Amending RCW 28A.415.265

Language is added that requires OSPI to allocate the BEST appropriation for the implementation of local BEST programs with components described in subsection (5). To fund the gap in services for BEST educators, grant recipients could receive additional \$3,000,000. To fund stipends for mentors, professional learning days, and increase accessibility to districts that are not currently receiving BEST grants, the estimated cost is \$2,800,000.

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

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.