

Multiple Agency Fiscal Note Summary

Bill Number: 1565 2S HB	Title: Prof. education workforce
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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	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	.0	0	0	0	.0	0	0	0	.0	0	0	0
Superintendent of Public Instruction	14.9	5,948,000	5,948,000	5,948,000	13.7	5,118,000	5,118,000	5,118,000	13.7	4,938,000	4,938,000	4,938,000
Superintendent of Public Instruction	In addition to the estimate above, there are additional indeterminate costs and/or savings. Please see individual fiscal note.											
Total \$	14.9	5,948,000	5,948,000	5,948,000	13.7	5,118,000	5,118,000	5,118,000	13.7	4,938,000	4,938,000	4,938,000

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 2S HB	Title: Prof. education workforce	Agency: 340-Student Achievement Council
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Part I: Estimates

No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

NONE

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: Jordan Clarke	Phone: 360-786-7123	Date: 02/28/2023
Agency Preparation: David Davis	Phone: 3607537854	Date: 03/03/2023
Agency Approval: Brian Richardson	Phone: 360-485-1124	Date: 03/03/2023
OFM Review: Ramona Nabors	Phone: (360) 742-8948	Date: 03/07/2023

Part II: Narrative Explanation

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

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

Second 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.

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

1. Eliminates the conditional scholarship program that was included in SHB 1565. (In SHB 1565 this was Section 11-12.)
2. Removes language that would have repealed the Student Teaching Grant. (In SHB 1565 this was Section 24.)

There is no fiscal impact to WSAC, as this version of this bill does not impact any WSAC programs or duties.

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.

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.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

NONE

III. B - Expenditures by Object Or Purpose

NONE

III. C - Operating FTE Detail: *FTEs listed by classification and corresponding annual compensation. Totals agree with total FTEs in Part I and Part IIIA.*

NONE

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

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

NONE

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

NONE

Part V: New Rule Making Required

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

Individual State Agency Fiscal Note

Bill Number: 1565 2S 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	15.6	14.1	14.9	13.7	13.7
Account					
General Fund-State 001-1	3,306,000	2,642,000	5,948,000	5,118,000	4,938,000
Total \$	3,306,000	2,642,000	5,948,000	5,118,000	4,938,000

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: Jordan Clarke	Phone: 360-786-7123	Date: 02/28/2023
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 2SHB 1565 Compared to SHB 1565:

Previous Section 1

This section has been removed and subsequent sections renumbered. This section created an online platform for the recruitment and hiring of public school employees.

Teacher Residency Program

Section 3 (previous section 4)

The previous version of this bill required the grant program developed in this section to support five cohorts in each of three areas of specialty for a total of 15 grants. Revised language limits the grants to five cohorts for residents seeking an endorsement in special education.

Previous Section 11

This section is removed, and subsequent sections are renumbered. This section created the teacher residency conditional scholarship.

Previous Section 12

This section is removed, and subsequent sections are renumbered. This section administered the teacher residency conditional scholarship.

Previous Section 24

This section has been removed, and subsequent sections are renumbered. This section repealed RCW 28B.76.699, the Student Teaching Grant Program.

Section 21 New

Null and void clause

Summary of 2SHB 1565:

Section 1 (previous section 2) New

This section provides definitions to commonly used terms.

Section 2 (previous 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 (e) 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 15;
- (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 4.

Section 3 (previous 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 2. 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 to support up to five cohorts of residents seeking an endorsement in special education or early childhood special education.
- (3) Beginning with the 2026-27 school year, OSPI and PESB shall collaborate to determine additional grant award criteria.

Section 4 (previous 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.
- (2) 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 5 (previous 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 15.

Section 6 (previous section 7) New

School districts, state-tribal education compact school, and consortia must use the screening tools developed under section 15.

Section 7 (previous 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 8 (previous 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 9 (previous 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 10 (previous section 13) New

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

Section 11 (previous section 14) New

Sections 1-10 of this act constitute a new chapter in Title 28A RCW.

Teacher Exchange Program

Section 12 (previous 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 13 (previous 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 14 (previous section 17)

(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 15 (previous section 18) New

(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 1.

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

Educator Workforce Research

Section 16 (previous section 19) New

(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 11 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 17 (previous section 20)

(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 18 (previous section 21)

(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 19 (previous section 22)

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 20 (previous section 23)

(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 21 New

Null and void clause

Section 22 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 2 (previous 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. 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 cost of healthcare is \$21,000 per year. The annual impact is captured under the grants in section 3.

(2)(d) Preservice mentors receive \$2,500 per year. OSPI assumes 75 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 \$188,000 annually.

Section 3 (previous 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 2. OSPI staffing costs associated with section 3 are recognized in section 2(1).

(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 to support up to five cohorts of residents seeking an endorsement in special education or early childhood special education. Each cohort will include the following:

15 teacher residents @ \$56,000 each (\$35,000 salary + \$21,000 benefits)

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 \$1,046,000.

The cost for 5 grants at \$1,046,000 each is a total cost of \$5,230,000.

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 4 (previous 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, and teacher preparation programs partnering to operate teacher residency programs. OSPI staff costs for section 4 are reflected in section 2(1).

Section 10 (previous section 13) New

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 section 2(1). There is no additional cost to OSPI to implement this section.

Teacher Exchange Program

Section 12 (previous 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. 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 14 (previous section 17)

(3) Subject to appropriation, OSPI shall allocate funds 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 16 (previous section 19) New

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 17 (previous section 20)

The reporting of this section is 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 18 (previous 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 16.

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 1, 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 1 Effort and Cost:

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

To implement Section 2, 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. We assume that more programs will apply to become residencies than will be eligible for the grants.

Section 2 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 3, 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 3 Effort and Cost:

FY24 – 0.5 FTE program manager and 0.1 FTE coordinator: \$85,000 total
FY25 – 0.5 FTE program manager and 0.1 FTE coordinator: \$82,000 total
Subsequent Years - 0.5 FTE program manager and 0.1 FTE coordinator: \$82,000 total per year

To implement Section 4, 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 4 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 7 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 17.

Section 7 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 8, 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 8 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 9, 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. PESB estimates the following contract costs: \$200,000 for fiscal year 2025, \$200,000 for fiscal year 2026, \$200,000 for fiscal year 2027, and \$200,000 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 \$820,000.

Section 9 Effort and Cost:

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

FY25 - 0.1 FTE program manager and \$200,000 contract: \$217,000 total

FY26 through FY28 – 0.1 FTE program manager and \$200,000 contract: \$217,000 total per year

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

To implement Section 13, 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 13 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 14, PESB will collaborate with OSPI to accommodate the standards alignment implicit in the Section 14 definitions. This includes determining whether the definitions will impact mentor teachers in non-residency programs and ensure coherence across the education system.

Section 14 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 15 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 \$30,000/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. We assume that the amount of technical assistance we provide would be lower than that required to implement the substitute house bill because fewer programs would be incentivized by Section 3 grant funding to open.

Section 15 Effort and Cost:

FY 24 - 0.2 FTE program manager, 1.0 FTE program/policy associate, 0.1 FTE coordinator and \$30,000 contract: total cost \$199,000

FY 25 - 0.2 FTE program manager, 0.5 FTE program/policy associate, 0.1 FTE coordinator, and \$30,000 contract: total cost

\$131,000

Subsequent Years - 0.2 FTE program manager, 0.5 FTE program/policy associate, and 0.1 FTE coordinator: total cost \$98,000 per year

To implement Section 16, 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 17.

Section 16 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 17, 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 17 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 18 and 19, PESB must participate in the K-12 data governance group and will convene annual educational service district convenings with educator preparation program representatives to review K-12 education data improvement system data, make biennial projections of certificated staffing needs, and evaluate recruitment and enrollment plans of educator preparation programs.

Section 18 and 19 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 20, 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 17.

Section 20 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:
 3.7 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:
 \$972,000 Object A Salaries
 \$333,000 Object B Employee Benefits
 \$275,000 Object C Contracts
 \$225,000 Object E Goods and Services
 \$32,000 Object G Travel
 \$54,000 Object J Equipment
 \$1,891,000 Total

FISCAL YEAR 2025

Effort
 3.6 FTE program manager; 1.6 FTE program/policy associate; 1.4 FTE coordinator; 1.0 FTE data associate; 1.0 FTE data manager; 1.0 FTE data director

Cost:
 \$860,000 Object A Salaries
 \$295,000 Object B Employee Benefits
 \$380,000 Object C Contracts
 \$208,000 Object E Goods and Services
 \$29,000 Object G Travel
 \$0 Object J Equipment
 \$1,772,000 Total

FISCAL YEARS 2026-2028

Effort:
 3.4 FTE program manager; 1.6 FTE program/policy associate; 1.2 FTE coordinator; 1.0 FTE data associate; 1.0 FTE data manager; 1.0 FTE data director

Cost:
 \$830,000 Object A Salaries
 \$284,000 Object B Employee Benefits
 \$350,000 Object C Contracts
 \$185,000 Object E Goods and Services
 \$28,000 Object G Travel
 \$12,000 Object J Equipment
 \$1,689,000 Total

FISCAL YEAR 2029

Effort:
 3.4 FTE program manager; 1.6 FTE program/policy associate; 1.2 FTE coordinator; 1.0 FTE data associate; 1.0 FTE data manager; 1.0 FTE data director

Cost:
 \$830,000 Object A Salaries
 \$284,000 Object B Employee Benefits
 \$170,000 Object C Contracts
 \$185,000 Object E Goods and Services
 \$28,000 Object G Travel
 \$12,000 Object J Equipment
 \$1,509,000 Total

FISCAL YEARS 2030-2033

Effort:

Effort:

3.3 FTE program manager; 1.6 FTE program/policy associate; 1.2 FTE coordinator; 1.0 FTE data associate; 1.0 FTE data manager; 1.0 FTE data director

Cost:

- \$821,000 Object A Salaries
- \$281,000 Object B Employee Benefits
- \$150,000 Object C Contracts
- \$181,000 Object E Goods and Services
- \$28,000 Object G Travel
- \$12,000 Object J Equipment
- \$1,473,000 Total

SUBSEQUENT FISCAL YEARS (AFTER FISCAL YEAR 2033)

Effort:

3.0 FTE program manager; 1.6 FTE program/policy associate; 1.0 FTE coordinator; 1.0 FTE data associate; 1.0 FTE data manager; 1.0 FTE data director

Cost:

- \$782,000 Object A Salaries
- \$267,000 Object B Employee Benefits
- \$150,000 Object C Contracts
- \$172,000 Object E Goods and Services
- \$26,000 Object G Travel
- \$11,000 Object J Equipment
- \$1,408,000 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	3,306,000	2,642,000	5,948,000	5,118,000	4,938,000
Total \$			3,306,000	2,642,000	5,948,000	5,118,000	4,938,000

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	15.6	14.1	14.9	13.7	13.7
A-Salaries and Wages	1,439,000	1,281,000	2,720,000	2,502,000	2,502,000
B-Employee Benefits	576,000	514,000	1,090,000	1,006,000	1,006,000
C-Professional Service Contracts	856,000	549,000	1,405,000	1,038,000	858,000
E-Goods and Other Services	259,000	239,000	498,000	432,000	432,000
G-Travel	66,000	59,000	125,000	116,000	116,000
J-Capital Outlays	110,000		110,000	24,000	24,000
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	3,306,000	2,642,000	5,948,000	5,118,000	4,938,000

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	1.0	1.0	1.0	1.0	1.0
Program Coordinator	65,000	1.4	1.4	1.4	1.2	1.2
Program Manager	90,000	3.7	3.6	3.7	3.4	3.4
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	1.6	1.9	1.6	1.6
Senior Data Analyst	100,000	2.0	2.0	2.0	2.0	2.0
Total FTEs		15.6	14.1	14.9	13.7	13.7

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 1, 2, and 4 would require PESB rulemaking.

Individual State Agency Fiscal Note

Bill Number: 1565 2S 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: Jordan Clarke	Phone: 360-786-7123	Date: 02/28/2023
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 2SHB 1565 Compared to SHB 1565:

Previous Section 1

This section has been removed and subsequent sections renumbered. This section created an online platform for the recruitment and hiring of public school employees.

Teacher Residency Program

Section 3 (previous section 4)

The previous version of this bill required the grant program developed in this section to support five cohorts in each of three areas of specialty for a total of 15 grants. Revised language limits the grants to five cohorts for residents seeking an endorsement in special education.

Previous Section 11

This section is removed, and subsequent sections are renumbered. This section created the teacher residency conditional scholarship.

Previous Section 12

This section is removed, and subsequent sections are renumbered. This section administered the teacher residency conditional scholarship.

Previous Section 24

This section has been removed, and subsequent sections are renumbered. This section repealed RCW 28B.76.699, the Student Teaching Grant Program.

Section 21 New

Null and void clause

Summary of 2SHB 1565:

Section 1 (previous section 2) New

This section provides definitions to commonly used terms.

Section 2 (previous 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 (e) 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 15;
- (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 4.

Section 3 (previous 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 2. 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 to support up to five cohorts of residents seeking an endorsement in special education or early childhood special education.
- (3) Beginning with the 2026-27 school year, OSPI and PESB shall collaborate to determine additional grant award criteria.

Section 4 (previous 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.
- (2) 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 5 (previous 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 15.

Section 6 (previous section 7) New

School districts, state-tribal education compact school, and consortia must use the screening tools developed under section 15.

Section 7 (previous 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 8 (previous 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 9 (previous 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 10 (previous section 13) New

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

Section 11 (previous section 14) New

Sections 1-10 of this act constitute a new chapter in Title 28A RCW.

Teacher Exchange Program

Section 12 (previous 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 13 (previous 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 14 (previous section 17)

(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 15 (previous section 18) New

(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 1.

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

Educator Workforce Research

Section 16 (previous section 19) New

(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 11 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 17 (previous section 20)

(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 18 (previous section 21)

(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 19 (previous section 22)

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 20 (previous section 23)

(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 21 New

Null and void clause

Section 22 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.

Section 2

(2)(d) Preservice mentors receive \$2,500 per year. OSPI assumes 75 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 \$188,000 annually.

Section 3

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 special education or early childhood special education. Each of these cohorts will receive one grant. Each cohort will include the following:

15 teacher residents @ \$56,000 each (\$35,000 salary + \$21,000 benefits)

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 \$1,046,000.

The impact for 5 grants at \$1,046,000 each is a total cost of \$5,230,000.

Section 14 (previous section 17)

(3) Subject to appropriation, OSPI shall allocate funds for the implementation of local BEST programs with components described in subsection (5). To fund the gap in services for BEST educators, districts would receive 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 districts would receive \$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.

Section 2

(2)(d) Preservice mentors receive \$2,500 per year. OSPI assumes 75 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 \$188,000 annually.

Section 3 (previous section 4) New

(1) 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:

(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 to support up to five cohorts of residents seeking an endorsement in special education or early childhood special education. Each cohort will include the following:

15 teacher residents @ \$56,000 each (\$35,000 salary + \$21,000 benefits)

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 \$1,046,000.

The cost for 5 grants at \$1,046,000 each is a total cost of \$5,230,000.

Preservice and Inservice Mentoring

Section 14 (previous section 17)

(3) Subject to appropriation, OSPI shall allocate funds 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.

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.