

Multiple Agency Fiscal Note Summary

Bill Number: 5243 E 2S SB	Title: High school and beyond plans
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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	Fiscal note not available					
Local Gov. Other						
Local Gov. Total						

Estimated Operating Expenditures

Agency Name	2023-25				2025-27				2027-29			
	FTEs	GF-State	NGF-Outlook	Total	FTEs	GF-State	NGF-Outlook	Total	FTEs	GF-State	NGF-Outlook	Total
Superintendent of Public Instruction	.4	168,000	168,000	168,000	.6	243,000	243,000	243,000	.4	101,000	101,000	101,000
Superintendent of Public Instruction	In addition to the estimate above, there are additional indeterminate costs and/or savings. Please see individual fiscal note.											
Total \$	0.4	168,000	168,000	168,000	0.6	243,000	243,000	243,000	0.4	101,000	101,000	101,000

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	Fiscal note not available								
Local Gov. Other									
Local Gov. Total									

Estimated Capital Budget Expenditures

Agency Name	2023-25			2025-27			2027-29		
	FTEs	Bonds	Total	FTEs	Bonds	Total	FTEs	Bonds	Total
Superintendent of Public Instruction	.0	0	0	.0	0	0	.0	0	0
Total \$	0.0	0	0	0.0	0	0	0.0	0	0

Agency Name	2023-25			2025-27			2027-29		
	FTEs	GF-State	Total	FTEs	GF-State	Total	FTEs	GF-State	Total
Local Gov. Courts									
Loc School dist-SPI	Fiscal note not available								
Local Gov. Other									
Local Gov. Total									

Estimated Capital Budget Breakout

Prepared by: Val Terre, OFM	Phone: (360) 280-3973	Date Published: Preliminary 4/ 4/2023
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Individual State Agency Fiscal Note

Bill Number: 5243 E 2S SB	Title: High school and beyond plans	Agency: 350-Superintendent of Public Instruction
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Part I: Estimates

No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years	0.5	0.4	0.4	0.6	0.4
Account					
General Fund-State 001-1	72,000	96,000	168,000	243,000	101,000
Total \$	72,000	96,000	168,000	243,000	101,000

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: Ethan Moreno	Phone: 360-786-7386	Date: 03/13/2023
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Agency Approval: Amy Kollar	Phone: 360 725-6420	Date: 04/03/2023
OFM Review: Val Terre	Phone: (360) 280-3973	Date: 04/04/2023

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 from 2SSB 5243 to E2SSB 5243:

Section 3 - (3)(c) Added language regarding technology updates and maintenance of the online HSBP platform along with adjustments to the technology funding formula. Additionally, OSPI may include cost alternatives for ESDs to host the universal platform for school district of the second class, when districts don't have sufficient technology resources for the universal platform.

(4)(a)(vii) Added language, IHEs "that are authorized to participate in the state financial aid program under chapter 28B.92 RCW."

(4)(a)(xiii) Added language, IHEs "that are authorized to participate in the state financial aid program under chapter 28B.92 RCW."

Section 5 - Added language, IHEs "that are authorized to participate in the state financial aid program under chapter 28B.92 RCW."

Section 8 - (2)(a) Added language, "successfully completed by a student while in high school and taken for dual credit."

E2SSB 5243 Summary:

Section 1 – Amended

(1)(c)(ii)(A) Removed language that a High School and Beyond Plan (HSBP) must be initiated for 7th or 8th grade students, and they must take a career interest and skills inventory.

(1)(c)(ii)(B) Removed language that students with individualized education programs must have their HSBP aligned with their individualized program. Also removed that the HSBP for students must be developed by similar school personnel in a similar manner as for all other students.

(1)(c)(iii)(A) Removed language that the HSBP must reflect high school assessment results, transcripts, goal progress and revisions as interests change or problems arise.

(1)(c)(iii)(B) Removed language that the HSBP must be updated in alignment with students' school to postschool transition plan.

(1)(c)(iv) Removed language that school districts are encouraged to involve guardians in the process of developing the HSBP, and that the plan must be in their native language.

(1)(c)(v)(A-G) Removed language that HSBP must include: career goals, skills and interest assessment, educational goals, any additional programs or AP courses, college bound scholarship program, four year course taking plan, financial aid, application processes and a current resume.

(1)(d) renumbers to subsection (1)(c) and adds language, "provided for under section 2 of this act and RCW 28A.230.215."

(1)(d)(iii) Removed language that a school district must update the HSBP for students who do not score high enough in the middle school math assessment, to take math in both 9th and 10th grade or a CTE equivalent.

(2)(b) Removed language "earn a certificate of academic achievement."

Section 2 – New

(1)(a) Beginning by the 7th grade, each student must be administered a career interest and skills inventory to be used to inform 8th grade course taking and development of a HSBP. No later than 8th grade, each student must have begun a HSBP that includes a proposed plan for first-year high school courses aligned with graduation requirements for secondary and postsecondary goals.

(1)(b) Students who have not earned a score of level 3 or 4 on the middle school math assessment by the 9th grade, the

HSBP must be updated to ensure that the student takes a mathematics course in both 9th and 10th grades. These courses may include CTE equivalencies in mathematics adopted pursuant to RCW 28A.230.097.

(2) With support, each student HSBP must be updated annually.

(2)(a) The HSBP must be updated in 10th grade to reflect high school assessment results in RCW 28A.655.061, ensure student access to advanced course options, assess goal progress, and revised as necessary.

(2)(b) School districts shall provide students who have not met assessment standards or who are behind in credits with the opportunity to access interventions and academic supports, courses, or both. The guardian shall be notified about these opportunities as included in the students HSBP, preferably through parent conferences and at least annually until the student is on track to graduate.

(2)(c) For students with individualized education programs, the HSBP must be developed and updated in alignment with the school to postschool transition plan. The HSBP must be developed and updated in a similar manner for all other students.

(3) School districts shall involve guardians to the greatest extent in the process of developing and updating the HSBP.

(3)(a) The plan must be provided to the student and the students guardians in accordance with the school districts access policy as required under chapter 28A.183 RCW, which may require language assistance for students and guardians with limited English proficiency.

(3)(b) School districts must annually provide students and guardians in grades 8-12 with information about graduation pathway options offered and are encouraged to begin providing the information beginning in 6th grade. School districts must provide this information in a way that conforms with the districts language access policy.

(4) School districts are encouraged to partner with student serving organizations. Partnerships may include HSBP coordination, data sharing and access to students plans.

(5) Renumbered from (4). All HSBP must include:

(5)(a) Identification of career goals, aided by a skill and interest assessment

(5)(b) Identification of secondary and postsecondary goals

(5)(c) An academic plan for courses that includes:

(5)(c)(i-viii) Inform students about course options for satisfying state and local graduation requirements, satisfies state and local graduation requirements, aligns with students' secondary and postsecondary goals, identifies available advanced course sequences per the school district's academic acceleration policy, as described in RCW 28A.320.195 that include dual credit courses or other programs, inform students on potential impacts of their course selections on postsecondary opportunities, CTE equivalency courses, work-based learning opportunities that can satisfy core subject area graduation requirements, opportunities for credit recovery, including mastery-based credit, to eliminate barriers for on-time grade level progression and graduation

(5)(d) Evidence that the student has received information on federal and state financial aid programs including:

(5)(d)(i-v) The college bound scholarship program, the Washington college grant, and other scholarship opportunities, documentation for completing the applications, information to students who are in foster care, who are at risk of being homeless, whose guardian will be required to provide financial information to complete applications, opportunities to participate in advising days and seminars that assist students and their guardians with filling out financial aid documents, there is a financial aid calculator created in RCW 28A.300.815.

(5)(e) By the end of the 12th grade the HSBP must include a current comprehensive resume or activity log.

(6) renumbered from (5). In accordance with RCW 28A.230.090 (1)(c) any decision on whether a student has met the State Board of Education's (SBE) high school graduation requirements for a HSBP shall remain at the local level and the school district may establish additional local requirements for a HSBP to serve the needs and interest of its students.

(7) renumbered from (6). The state board of education shall adopt rules to implement this section.

Section 3 – Amended

(1) Added language, “and other staff who support students’ career and college preparation.”

- (2) Removed language that OSPI shall facilitate the list of electronic platforms for the HSBP.
- (2)(a) Removed language, enable students to revise their HSBP required by RCW 28A.230.090 and section 2 of this act.
- (2)(b) Removed language, grant parents or guardians, educations access to students HSBP.
- (2)(c) Removed language, employ a flexible technology that allows for changes and enhancements.
- (2)(d) removed language, include a sample financial aid letter and link to the calculator.
- (2)(e) removed language, comply with state and federal student privacy requirements.
- (2)(f) removed language, allow for portability if students change districts.
- (2)(g) Removed language, include platforms used by districts in 2018-19 school year.
- (2) renumbered from (3). Beginning in the 2020-21 school year, each district must ensure students have access to an electronic platform for all students who are required to have a HSBP.

- (3) renumbered from (4) Added language, OSPI shall facilitate the transition to a universal online platform for the HSBP.
- (3)(a) OSPI must provide a preliminary list of vendors by January 1, 2024 who can meet the criteria outlined in subsection 4 of this section and supports the elements identified in section 2 of this act and supports the new elements outlines in section 4 of this act. OSPI must submit a list of vendors and estimated costs to the governor and the education policy and fiscal committees.

- (3)(b) OSPI must select the vendor by June 1, 2024.
- (3)(c) OSPI must develop an implementation plan to include both the timeline and cost estimates by October 1, 2024. The implementation plan may include cost alternatives for ESDs to host the universal platform for school district of the second class, when districts don't have sufficient technology resources for the universal platform.

(4)(a) In addition to the requirements outlined in section 2 of this act, the platform must also include the following capabilities:

- (4)(a)(i) Enable student to create and adjust their personalized HSBP.
- (4)(a)(ii) comply with all state and federal requirements for student privacy. Allowing students to opt in or out of portions related to third-party information sharing.
- (4)(a)(iii) Use technology that is adaptable to statutory changes and functionality.
- (4)(a)(iv) Facilitate the automatic import of credit and grade data.
- (4)(a)(v) Allow for translation into other languages.
- (4)(a)(vi) Include in-platform assessments.
- (4)(a)(vii) Include a catalog of career opportunities.
- (4)(a)(viii) Provide a space to build direct connection to potential employers.
- (4)(a)(ix) Secure space for parents or community partners to make notes to help staff support student connection to their career connected learning opportunities.
- (4)(a)(x) Accessibility options for students needing accommodations.
- (4)(a)(xi) Indefinite access for students to their HSBP, regardless of current school affiliation.
- (4)(a)(xii) Inclusion of labor market, performance data and employment and earning outcomes.
- (4)(a)(xiii) Dedicated space for students to store additional evidence of their learning and experiences, such as videos, art, awards and recognition that students and staff can provide access to colleges, future employers, etc.
- (4)(a)(xiv) Access to data reporting features, that can be broken down into different categories.
- (4)(a)(xv) Space for students to indicate the graduation pathway option they have selected.
- (4)(a)(xvi) Ability for school districts to customize based on their unique needs or requirements.
- (4)(b) OSPI must include considerations how the universal tool will align with individualized education programs to reduce redundancy.

- (5)(a) Within 2 years of completing the development of the universal tool, districts must provide students access to the adopted universal platform.
- (5)(b) OSPI must develop guidance and provide technical assistance and support for facilitation of statewide professional development for school districts using the universal platform.

(6) In carrying out subsections (3)(b) and (4) of this section OSPI shall seek input from SBE, educators, school districts, families, community partners, and IHEs that are authorized to participate in state financial aid programs under chapter 28B.92 RCW. OSPI may partner with existing community networks and organizations who supports students college and career preparation in the analysis, selection and implement of the universal platform.

(7) Definition, “universal platform” means the universal online HSBP platform.

(8) OSPI may adopt and revise rules as necessary to implement this section.

Section 4 – New Section

(1) After selection of the vendor, OSPI in consultation with SBE shall report to the governor and education committees’ recommendations for additional policy changes related to transitioning current HSBP into a robust online learning platform that can be used starting in 5th grade to help students explore their strengths and interests. In addition to the existing HSBP elements identified in RCW 28A.230.215, the recommendations should incorporate the following elements:

(1)(a) Begin student use of the universal online platform no later than the 5th grade to include ways to introduce career awareness in elementary grades as foundational support to students.

(1)(b) Strategies for students to share their interest and engage with others to obtain ongoing feedback that connects them to their goals.

(1)(c) Recommended calendar and delivery options to ensure dedicated classroom time to allow students to update their plans multiple times a year.

(1)(d) Strategies that increase engagement with the learning plan and encourages students to explore their strengths and interests.

(1)(e) Ways the universal HSBP can support recommendations developed by SBE under subsection (2) of this section.

(2) SBE shall develop recommendations on how HSBP could be modified to further support student choice and flexibility in meeting graduation requirements. SBE shall report recommendations developed under this subsection to the governor and education committees.

(3) By August 1, 2025, the reports required under this section shall be submitted to the governor and the education committees in accordance with RCW 43.01.036.

(4) This section expires July 1, 2026.

Sec. 5 – Amended

Strikes reference to RCW 28A.230.090 and requires adherence to section 2 of the act and RCW 28A.230.215. Adds language IHEs “that are authorized to participate in state financial aid programs under chapter 28B.92 RCW.”

Sec. 6 – Amended

(2) Strikes reference to RCW 28A.230.090 and requires adherence to section 2 of the act and RCW 28A.230.215

Sec. 7 – Amended

(1)(d) Strikes reference to RCW 28A.230.090 and requires adherence to section 2 of the act and RCW 28A.230.215

Sec. 8 – Amended

(2)(a) Strikes reference to RCW 28A.230.090 and requires adherence to section 2 of the act and RCW 28A.230.215. Adds language “successfully completed by a student while in high school and taken for dual credit.”

Sec. 9 – Amended

(1)(a)(iii) Strikes reference to RCW 28A.230.090, adjusts language to read ‘section 2 of this act and RCW 28A.230.215.’

Sec. 10 – New

Repeals RCW 28A.655.270 (student support for graduation—student learning plans) and 2019 c 252 s 203.

II. B - Cash receipts Impact

Cash receipts impact of the legislation on the responding agency with the cash receipts provisions identified by section number and when appropriate, the detail of the revenue sources. Description of the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explanation of how workload assumptions translate into estimates. Distinguished between one time and ongoing functions.

No impact to cash receipts.

II. C - Expenditures

Agency expenditures necessary to implement this legislation (or savings resulting from this legislation), with the provisions of the legislation that result in the expenditures (or savings) identified by section number. Description of the factual basis of the assumptions and the method by which the expenditure impact is derived. Explanation of how workload assumptions translate into cost estimates. Distinguished between one time and ongoing functions.

OSPI Impact:

Section 3(3) has an indeterminate fiscal impact. OSPI is required to facilitate the transition to a universal online HSBP platform. OSPI is directed to develop a list of existing vendors who can meet the criteria outlined in subsection (4) of this section that supports the HSBP elements listed in section 2 and 4 of this act. In addition to the vendor list, OSPI must also submit a cost estimate for a statewide universal HSBP platform to the governor, the education policy, and fiscal committee by January 1, 2024. OSPI must select a vendor by June 1, 2024. OSPI must develop an implementation plan with timeline and cost estimates by October 1, 2024. OSPI assumes a contracted 1 FTE Project Manager will be needed for 4 months to compile a vendor list and cost estimate, the estimated cost is \$34,000 in FY24. The cost of the statewide platform is indeterminate pending the outcome of the vendor selection. OSPI assumes selection and adoption of the statewide platform would occur in FY26 and finalization of system deployment and transition to operations occurring in FY27.

Section 3(5)(b) directs OSPI to develop and provide technical assistance for school districts in transitioning to a statewide platform. Assuming the adoption of a statewide platform was selected and funded in FY26, OSPI would contract with a vendor to create guidance to train school districts for implementing the selected system. The estimated cost to develop training guidance is \$90,000 in FY26. OSPI would also need to provide Program Supervisor and Administrative Assistant support to manage the contract and provide support to the field. The estimated cost to hire these positions is \$56,000 in FY24, \$52,000 in FY25 and FY26, and \$101,000 in FY27 and FY28 to support the two-year district adoption requirement in section 3(5)(a).

Section 3(6) and section 4 directs OSPI to seek input from SBE, educators, school and district administrators, school counselors, families, students, higher education, and other community partners on carrying out section 3 (3) and (4) and section 4. To accomplish this directive, OSPI would plan to establish a work group that is estimated to cost \$44,000 in FY25.

SBE Impact:

To implement Section 2, SBE would adopt rules. To implement Section 3(6), SBE would provide input to OSPI regarding vendor selection and system features. To implement Section 4, SBE would consult with OSPI to inform OSPI's report to the legislature, including the elements outlined in Sections 4(1)(a)-4(1)(e). SBE would also develop recommendations regarding the topics outlined in Section 4(2), and report the recommendations to the legislature by August 1, 2025.

To implement Section 7(1)(d), SBE would modify its analysis and reporting to accommodate modifications in information provided by OSPI. To implement Section 9(1)(a)(iii), SBE would need to modify rules to accommodate differences between high school and beyond plan requirements outlined in Section 2 and prior requirements.

Because SBE was already planning to review its high school and beyond plan-related rules, implementing Sections 2, 3, 7, and 9 this work would fit within the agency's normal workload.

However, the Section 4 work related to developing and reporting recommendations would involve convening a work group to inform our recommendations, participating in OSPI’s work group, report drafting, and Board presentations. This work would require 0.1 FTE of policy analyst effort in FY24 costing \$16,000 in FY24.

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	72,000	96,000	168,000	243,000	101,000
Total \$			72,000	96,000	168,000	243,000	101,000

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

III. B - Expenditures by Object Or Purpose

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years	0.5	0.4	0.4	0.6	0.4
A-Salaries and Wages	38,000	29,000	67,000	87,000	58,000
B-Employee Benefits	22,000	17,000	39,000	50,000	33,000
C-Professional Service Contracts				90,000	
E-Goods and Other Services	4,000	12,000	16,000	8,000	5,000
G-Travel	4,000	38,000	42,000	8,000	5,000
J-Capital Outlays	4,000		4,000		
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	72,000	96,000	168,000	243,000	101,000

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

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

Job Classification	Salary	FY 2024	FY 2025	2023-25	2025-27	2027-29
Administrative Assistant 3, Step M	50,592	0.1	0.1	0.1	0.2	0.1
Policy Analyst	88,000	0.1		0.1		
Program Supervisor, WMS2	90,544	0.3	0.3	0.3	0.4	0.3
Total FTEs		0.5	0.4	0.4	0.6	0.4

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 impact to capital budget.

Part V: New Rule Making Required

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

To implement Section 2, the State Board of Education (SBE) would adopt rules. To implement Section 9(1)(a)(iii), SBE would need to modify rules to accommodate differences between high school and beyond plan requirements outlined in Section 2 and prior requirements.

Section	Subsection	Description	FY2024	FY2025	FY2026	FY2027	FY2028	FY2029
3	(3)	Project Manager	34,000	0	0	0	0	0
		HSBP Statewide Platform	0	0	indeterminate	indeterminate	indeterminate	indeterminate
	(5)(b)	Training Guidance	0	0	90,000	0	0	0
		Program Supervisor	41,000	38,000	38,000	76,000	76,000	0
		Administrative Assistant 3	14,000	13,000	13,000	25,000	25,000	0
(6)	Work Group	0	45,000	0	0	0	0	
4		SBE Policy Analyst	16,000					
Total:			105,000	96,000	141,000	101,000	101,000	0