

Multiple Agency Fiscal Note Summary

Bill Number: 1565 E 2S HB AMS EDU S2501.1	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
Superintendent of Public Instruction	4.5	1,793,000	1,793,000	1,793,000	4.1	1,378,000	1,378,000	1,378,000	4.1	1,298,000	1,298,000	1,298,000
Superintendent of Public Instruction	In addition to the estimate above, there are additional indeterminate costs and/or savings. Please see individual fiscal note.											
Total \$	4.5	1,793,000	1,793,000	1,793,000	4.1	1,378,000	1,378,000	1,378,000	4.1	1,298,000	1,298,000	1,298,000

Agency Name	2023-25			2025-27			2027-29		
	FTEs	GF-State	Total	FTEs	GF-State	Total	FTEs	GF-State	Total
Local Gov. Courts									
Loc School dist-SPI	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Local Gov. Other									
Local Gov. Total									

Estimated Capital Budget Expenditures

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

Agency Name	2023-25			2025-27			2027-29		
	FTEs	GF-State	Total	FTEs	GF-State	Total	FTEs	GF-State	Total
Local Gov. Courts									
Loc School dist-SPI	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Local Gov. Other									
Local Gov. Total									

Estimated Capital Budget Breakout

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Individual State Agency Fiscal Note

Bill Number: 1565 E 2S HB AMS EDU S2501.1	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	4.5	4.4	4.5	4.1	4.1
Account					
General Fund-State 001-1	1,069,000	724,000	1,793,000	1,378,000	1,298,000
Total \$	1,069,000	724,000	1,793,000	1,378,000	1,298,000

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: Trevor Press	Phone: 360-786-7446	Date: 03/23/2023
Agency Preparation: Tisha Kuhn	Phone: 360 725-6424	Date: 04/03/2023
Agency Approval: Jami Marcott	Phone: (360) 725-6230	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.

E2SHB 1565 AMS EDU S2501.1 Compared to E2SHB 1565:

Section 1:

- Previous section 1 is removed regarding OSPI conducting a feasibility study.
- Section 1 was previously section 2.
- Removed previous section 2(5)(d) regarding preservice mentor having been trained and selected using the tool developed under section 16 of this act.

Section 2:

- Section 2 was previously section 3.
- Removed previous requirement 3(2)(i) that stated that at a minimum, preservice mentors use the preservice mentor and induction standards developed under section 15 of this act.

Section 3 was previously section 4.

Section 3(1): Changed section noted within narrative from 3 to 2.

Section 3(2):

- Reduced number of cohorts of residents seeking an endorsement in special education or early childhood special education from at least three cohorts of residents seeking an endorsement in special education or early childhood special education and at least two cohorts of residents seeking an endorsement in bilingual education to three cohorts of residents seeking an endorsement in special education or early childhood special education.

Section 4 was previously section 5.

Section 5 was previously section 8.

Section 6:

- Previous section 6 regarding “Residency Preservice Mentoring and Induction Standards” was removed.
- Section 6 in E2SHB 1565 AMS EDU S25.1.1 was previously section 9.

Section 7:

- Previous section 7 regarding “Resident and Preservice Mentor Screening” was removed.
- Section 7 in E2SHB 1565 AMS EDU S25.1.1 was previously section 10.

Section 8 was previously section 11.

Section 9:

- Previously section 12.
- Language changed to inform that sections 1 through 8 of this act constitute a new chapter in Title 28A RCW. Was previously section 2 through 11.

Section 10 was previously section 22.

Section 11 was previously section 23.

Previous sections 13-21 were removed.

Summary of E2SHB 1565 (Striker):

Section 1 (New)

Section 1(1) – (8): This section provides definitions to commonly used terms.

Section 2 (New)

Section 2(1): Requires OSPI and PESB to 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.

Section 2(2): Details the minimum requirements for a teacher residency program to include:

- (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 15 to 20;
- (i) 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;
- (j) The program must prepare residents to meet or exceed the knowledge, skills, performance, and competency standards described in RCW 28A.410.270: and
- (k) Any additional requirements in the partnership agreement entered into as required under section 4.

Section 3 (New)

Section 3(1): Subject to appropriation, requires OSPI in collaboration with PESB, to 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.

Section 3(2): For the 2024-25 and 2025-26 school years, requires grants to 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 three cohorts of residents seeking an endorsement in special education or early childhood special education.

Section 3(3): Beginning with the 2026-27 school year, requires OSPI and PESB to collaborate to determine additional grant award criteria.

Section 4 (New):

Section 4(1)(a): Requires OSPI and PESB to 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.

Section 4(1)(b): Outlines the provisions the model agreement must include:

- (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.

Section 4(2): Requires a school district, state-tribal education compact school, or consortium, and a teacher preparation program intending to operate a teacher residency program to enter into a partnership agreement using the model agreement developed under subsection (1).

Section 5 (New):

Requires school districts, state-tribal education compact schools, consortia, and teacher preparation programs partnering to operate teacher residency programs, to submit teacher residency program data at the time and in the manner required by OSPI and PESB.

Section 6 (New):

Section 6(1): Requires PESB, in collaboration with OSPI, to 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.

Section 6(2): Requires by October 1, 2026, in compliance with RCW 43.01.036, the advisory council to report to the appropriate committees of the legislature with its recommendations for improving the teacher residency program to increase positive outcomes as described in subsection (1) of this section.

Section 6(3): Informs that this section expires June 30, 2033.

Section 7 (New):

Section 7(1): Requires PESB to 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.

Section 7(2): Informs that this section expires August 1, 2029.

Section 8 (New):

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

Section 9 (New):

Informs that sections 1-8 of this act constitute a new chapter in Title 28A RCW.

Section 10 (New):

Null and void clause

Section 11 (New)

Informs that 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.

No cash receipts impact anticipated.

II. C - Expenditures

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

OSPI Expenditure Impact:

Section 2(1) requires OSPI and PESB to 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:

0.5 FTE Program Specialist; \$78,000 in FY24 and \$72,000 annually thereafter.

0.5 FTE Data Analyst; \$88,000 in FY24 and \$82,000 annually thereafter.

0.5 FTE Administrative Assistant 3; \$55,000 in FY24 and \$50,000 annually thereafter.

Section 2(2)(a) requires teacher residents to receive compensation equivalent to the school district's 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 grants in section 3.

Section 2(2)(d) requires preservice mentors to receive a stipend of \$2,500 per year. OSPI assumes 60 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 \$150,000 annually.

Section 3(1) is subject to appropriation, requires OSPI in collaboration with PESB, to 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).

Section 3(2) requires for the 2024-25 and 2025-26 school years, grants to 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 three cohorts of residents seeking an endorsement in special education or early childhood special education. The cost is indeterminate, however OSPI assumes the following costs:

- 60 teacher residents (20 per cohort) X \$56,000 each (\$35,000 salary + \$21,000 benefits) = \$3,360,000
- 3 Liaison (1 per cohort) x \$103,000 each = \$309,000
- 3 TOSA (1 per cohort) x \$103,000 each = \$309,000

Total of each cohort grant is \$1,326,000. The total for 3 cohort grants is \$3,978,000 annually.

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.

Section 4 (New):

Section 4(1)(a) & (b): Requires OSPI and PESB to 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. OSPI staff costs for section 4 are reflected in section 2(1).

PESB Expenditure Impact:

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 FY24.

Section 1 Effort and Cost:

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

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: 0.5 FTE program manager and 0.3 FTE coordinator: \$107,000 total
- FY25: 0.5 FTE program manager and 0.3 FTE coordinator: \$103,000 total
- Subsequent years: 0.5 FTE program manager and 0.3 FTE coordinator: \$103,000 total per year

Section 3: 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 – 0.3 FTE program manager and 0.3 FTE coordinator: \$78,000 total
- FY25 – 0.3 FTE program manager and 0.3 FTE coordinator: \$74,000 total
- Subsequent Years - 0.3 FTE program manager and 0.3 FTE coordinator: \$74,000 total per year

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 - 0.1 FTE program manager and 0.2 FTE coordinator: \$37,000 total
- FY 25 – 0.1 FTE program manager and 0.2 FTE coordinator: \$35,000 total

Section 5: 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.

Section 5 Effort and Cost:

- FY 24 - 0.6 FTE data manager: \$113,000 total
- FY 25 - 0.6 FTE data manager: \$111,000 total
- Subsequent Years - 0.6 FTE data manager \$111,000 total per year

Section 6: 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 6 Effort and Cost:

- FY24 0.3 FTE data manager and 0.2 FTE coordinator: \$79,000 total
- FY25 0.3 FTE data manager and 0.2 FTE coordinator: \$76,000 total
- Subsequent Years - 0.3 FTE data manager and 0.2 FTE coordinator: \$76,000 total per year through FY33

Section 7: 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: \$100,000 for fiscal year 2025, \$100,000 for fiscal year 2026, \$100,000 for fiscal year 2027, and \$100,000 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 \$420,000.

Section 7 Effort and Cost:

- FY24 - 0.1 FTE data manager: \$19,000 total

- FY25:

- o 0.1 FTE data manager: \$21,000 total
- o Contract: \$100,000

- FY26 through FY28:

- o 0.1 FTE data manager: \$21,000
- o Contract: \$100,000

- FY29:

- o 0.1 FTE program manager: \$21,000
- o Contract: \$20,000

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
- 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

This work would require the following PESB effort and expenditures:

FISCAL YEAR 2024

Effort:

1.0 FTE program manager; 1.0 FTE coordinator; 1.0 FTE data manager

Cost:

Object A (Salaries): \$270,000

Object B (Employee Benefits): \$93,000

Object E (Goods and Services): \$61,000

Object G (Travel): \$9,000

Object J (Equipment): \$15,000

TOTAL: \$448,000

FISCAL YEAR 2025

Effort

0.9 FTE program manager; 1.0 FTE coordinator; 1.0 FTE data manager

Cost:

Object A (Salaries): \$261,000

Object B (Employee Benefits): \$89,000

Object C (Contracts): \$100,000

Object E (Goods and Services): \$57,000

Object G (Travel): \$9,000

Object J (Equipment): \$4,000

TOTAL: \$520,000

FISCAL YEARS 2026-2028

Effort:

0.8 FTE program manager; 0.8 FTE coordinator; 1.0 FTE data manager

Cost:

Object A (Salaries): \$240,000

Object B (Employee Benefits): \$81,000

Object C (Contracts): \$100,000

Object E (Goods and Services): \$53,000

Object G (Travel): \$8,000

Object J (Equipment): \$3,000

TOTAL: \$485,000

FISCAL YEAR 2029

Effort:

0.8 FTE program manager; 0.8 FTE coordinator; 1.0 FTE data manager

Cost:

Object A (Salaries): \$240,000

Object B (Employee Benefits): \$81,000

Object C (Contracts): \$20,000

Object E (Goods and Services): \$53,000

Object G (Travel): \$8,000

Object J (Equipment): \$3,000

TOTAL: \$405,000

FISCAL YEARS 2030-2033

Effort:

0.8 FTE program manager; 0.8 FTE coordinator; 0.9 FTE data manager

Cost:

Object A (Salaries): \$228,000

Object B (Employee Benefits): \$77,000

Object E (Goods and Services): \$48,000

Object G (Travel): \$8,000

Object J (Equipment): \$3,000

TOTAL: \$364,000

FISCAL YEARS AFTER 2033

Effort:

0.8 FTE program manager; 0.6 FTE coordinator; 0.6 FTE data manager

Cost:

Object A (Salaries): \$180,000

Object B (Employee Benefits): \$61,000

Object E (Goods and Services): \$39,000

Object G (Travel): \$6,000

Object J (Equipment): \$2,000

TOTAL: \$288,000

FOR ADDITIONAL INFORMATION, SEE "E2SHB 1565 AMS EDU S25.1.1" WORKBOOK ATTACHED

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	1,069,000	724,000	1,793,000	1,378,000	1,298,000
Total \$			1,069,000	724,000	1,793,000	1,378,000	1,298,000

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

III. B - Expenditures by Object Or Purpose

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years	4.5	4.4	4.5	4.1	4.1
A-Salaries and Wages	387,798	378,798	766,596	715,596	715,596
B-Employee Benefits	158,978	154,898	313,876	293,796	293,796
C-Professional Service Contracts	400,000	100,000	500,000	200,000	120,000
E-Goods and Other Services	71,152	67,152	138,304	126,304	126,304
G-Travel	19,152	19,152	38,304	36,304	36,304
J-Capital Outlays	31,920	4,000	35,920	6,000	6,000
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	1,069,000	724,000	1,793,000	1,378,000	1,298,000

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
OSPI Administrative Assistant 3	50,592	0.5	0.5	0.5	0.5	0.5
OSPI Data Analyst	99,984	0.5	0.5	0.5	0.5	0.5
OSPI Program Specialist	85,020	0.5	0.5	0.5	0.5	0.5
PESB Coordinator	60,000	1.0	1.0	1.0	0.8	0.8
PESB Data Manager	120,000	1.0	1.0	1.0	1.0	1.0
PESB Program Manager	90,000	1.0	0.9	1.0	0.8	0.8
Total FTEs		4.5	4.4	4.5	4.1	4.1

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

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

NONE

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

NONE

No capital budget impact is anticipated.

Part V: New Rule Making Required

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

OSPI Expenditure Impact for E2SHB 1565 AMS EDU S2501.1

Bill section	Chapter Title	Section Heading	Notes	Item for cost	OSPI proposed item cost 2024	OSPI proposed item cost 2025	OSPI proposed item cost 2026	OSPI proposed item cost 2027	OSPI proposed item cost 2028	OSPI proposed item cost 2029
Sec. 1	Teacher Residency Program	Definitions	None	0	0	0	0	0	0	0
Sec. 2	Teacher Residency Program	Program Requirements and Approval Process		0.5 FTE Program Specialist	78,000	72,000	72,000	72,000	72,000	72,000
				0.5 Data Analyst	88,000	82,000	82,000	82,000	82,000	82,000
				0.5 Admin. Asst.	55,000	50,000	50,000	50,000	50,000	50,000
Sec. 3	Teacher Residency Program	Grants	3 special education cohorts x 20 residents per cohort	3 cohorts X 20 residents = 60 residents x salary \$35,000	0	2,100,000	2,100,000	2,100,000	2,100,000	2,100,000
				Health care 60 residents x \$21,000	0	1,260,000	1,260,000	1,260,000	1,260,000	1,260,000
				60 preservice mentors X \$2,500	0	150,000	150,000	150,000	150,000	150,000
				3 TOSA x \$103,000	0	309,000	309,000	309,000	309,000	309,000
				3 Liaison x \$103,000	0	309,000	309,000	309,000	309,000	309,000
				Improvements to the apportionment system	400,000	0	0	0	0	0
Sec. 4	Teacher Residency	Partnership Agreement		Costs shown in sections 2	0	0	0	0	0	0
Sec. 5	Teacher Residency	Data Collection		Enhancements to the educator equity tool for data collection; FTE costs shown in sec. 2	0	0	0	0	0	0
Sec. 6	Teacher Residency	Advisory Council		Costs shown in section 2	0	0	0	0	0	0
Sec. 7	Teacher Residency	Evaluation of Effectiveness		Costs shown in section 2	0	0	0	0	0	0
Sec. 8	Teacher Residency	Rule-Making Authority		Not Required	0	0	0	0	0	0
Sec. 9	Teacher Residency	New Chapter Notification		No Cost Associated	0	0	0	0	0	0
Sec. 10	Teacher Residency	Null and Void Clause		No Cost Associated	0	0	0	0	0	0
Sec. 11	Teacher Residency	Educator Workforce Act		No Cost Associated	0	0	0	0	0	0
TOTAL per FY:					621,000	4,332,000	4,332,000	4,332,000	4,332,000	4,332,000

PESB Expenditure Impact for E2SHB 1565 AMS EDU S2501.1

Bill section	Chapter Title	Section Heading	Notes	Item for cost	PESB proposed item cost 2024	PESB proposed item cost 2025	PESB proposed item cost 2026	PESB proposed item cost 2027	PESB proposed item cost 2028	PESB proposed item cost 2029
Sec. 1	Teacher Residency Program	Definitions	Revise WAC 181-80-005	0.1 FTE Program Manager	15,000	0	0	0	0	0
Sec. 2	Teacher Residency Program	Program Requirements and Approval Process		0.5 FTE Program Manager & 0.3 FTE Coordinator	107,000	103,000	103,000	103,000	103,000	103,000
Sec. 3	Teacher Residency Program	Grants		0.3 FTE Program Manager & 0.3 FTE Coordinator	78,000	74,000	74,000	74,000	74,000	74,000
Sec. 4	Teacher Residency Program	Partnership Agreement		0.1 FTE Program Manager & 0.2 FTE Coordinator	37,000	35,000	0	0	0	0
Sec. 5	Teacher Residency Program	Data Collection		0.6 FTE Data Manager	113,000	111,000	111,000	111,000	111,000	111,000
Sec. 6	Teacher Residency Program	Advisory Council		0.3 FTE Data Manager & 0.2 FTE Coordinator	79,000	76,000	76,000	76,000	76,000	76,000
Sec. 7	Teacher Residency Program	Evaluation of Effectiveness		0.1 FTE Data Manager	19,000	21,000	21,000	21,000	21,000	21,000
				Contract	0	100,000	100,000	100,000	100,000	20,000
Sec. 8	Teacher Residency	Rule-Making Authority		Not Required	0	0	0	0	0	0
Sec. 9	Teacher Residency	New Chapter Notification		No Cost Associated	0	0	0	0	0	0
Sec. 10	Teacher Residency	Null and Void Clause		No Cost Associated	0	0	0	0	0	0
Sec. 11	Teacher Residency	Educator Workforce Act		No Cost Associated	0	0	0	0	0	0
TOTAL per FY:					448,000	520,000	485,000	485,000	485,000	405,000

Individual State Agency Fiscal Note

Bill Number: 1565 E 2S HB AMS EDU S2501.1	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: Trevor Press	Phone: 360-786-7446	Date: 03/23/2023
Agency Preparation: Tisha Kuhn	Phone: 360 725-6424	Date: 04/06/2023
Agency Approval: Jami Marcott	Phone: (360) 725-6230	Date: 04/06/2023
OFM Review: Val Terre	Phone: (360) 280-3973	Date: 04/10/2023

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.

E2SHB 1565 AMS EDU S2501.1 Compared to E2SHB 1565:

Section 1:

- Previous section 1 is removed regarding OSPI conducting a feasibility study.
- Section 1 was previously section 2.
- Removed previous section 2(5)(d) regarding preservice mentor having been trained and selected using the tool developed under section 16 of this act.

Section 2:

- Section 2 was previously section 3.
- Removed previous requirement 3(2)(i) that stated that at a minimum, preservice mentors use the preservice mentor and induction standards developed under section 15 of this act.

Section 3 was previously section 4.

Section 3(1): Changed section noted within narrative from 3 to 2.

Section 3(2):

- Reduced number of cohorts of residents seeking an endorsement in special education or early childhood special education from at least three cohorts of residents seeking an endorsement in special education or early childhood special education and at least two cohorts of residents seeking an endorsement in bilingual education to three cohorts of residents seeking an endorsement in special education or early childhood special education.

Section 4 was previously section 5.

Section 5 was previously section 8.

Section 6:

- Previous section 6 regarding “Residency Preservice Mentoring and Induction Standards” was removed.
- Section 6 in E2SHB 1565 AMS EDU S25.1.1 was previously section 9.

Section 7:

- Previous section 7 regarding “Resident and Preservice Mentor Screening” was removed.
- Section 7 in E2SHB 1565 AMS EDU S25.1.1 was previously section 10.

Section 8 was previously section 11.

Section 9:

- Previously section 12.
- Language changed to inform that sections 1 through 8 of this act constitute a new chapter in Title 28A RCW. Was previously section 2 through 11.

Section 10 was previously section 22.

Section 11 was previously section 23.

Previous sections 13-21 were removed.

Summary of E2SHB 1565 (Striker):

Section 1 (New)

Section 1(1) – (8): This section provides definitions to commonly used terms.

Section 2 (New)

Section 2(1): Requires OSPI and PESB to 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.

Section 2(2): Details the minimum requirements for a teacher residency program to include:

- (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 15 to 20;
- (i) 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;
- (j) The program must prepare residents to meet or exceed the knowledge, skills, performance, and competency standards described in RCW 28A.410.270: and
- (k) Any additional requirements in the partnership agreement entered into as required under section 4.

Section 3 (New)

Section 3(1): Subject to appropriation, requires OSPI in collaboration with PESB, to 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.

Section 3(2): For the 2024-25 and 2025-26 school years, requires grants to 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 three cohorts of residents seeking an endorsement in special education or early childhood special education.

Section 3(3): Beginning with the 2026-27 school year, requires OSPI and PESB to collaborate to determine additional grant award criteria.

Section 4 (New):

Section 4(1)(a): Requires OSPI and PESB to 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.

Section 4(1)(b): Outlines the provisions the model agreement must include:

- (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.

Section 4(2): Requires a school district, state-tribal education compact school, or consortium, and a teacher preparation program intending to operate a teacher residency program to enter into a partnership agreement using the model agreement developed under subsection (1).

Section 5 (New):

Requires school districts, state-tribal education compact schools, consortia, and teacher preparation programs partnering to operate teacher residency programs, to submit teacher residency program data at the time and in the manner required by OSPI and PESB.

Section 6 (New):

Section 6(1): Requires PESB, in collaboration with OSPI, to 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.

Section 6(2): Requires by October 1, 2026, in compliance with RCW 43.01.036, the advisory council to report to the appropriate committees of the legislature with its recommendations for improving the teacher residency program to increase positive outcomes as described in subsection (1) of this section.

Section 6(3): Informs that this section expires June 30, 2033.

Section 7 (New):

Section 7(1): Requires PESB to 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.

Section 7(2): Informs that this section expires August 1, 2029.

Section 8 (New):

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

Section 9 (New):

Informs that sections 1-8 of this act constitute a new chapter in Title 28A RCW.

Section 10 (New):

Null and void clause

Section 11 (New)

Informs that 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.

School District Cash Receipt Impact

Section 2(2)(d) requires preservice mentors to receive a stipend of \$2,500 per year. OSPI assumes 60 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 \$150,000 annually.

Section 3 is subject to appropriation and requires the following:

- OSPI in collaboration with PESB, to award grants to districts, state-tribal education compact schools, or consortia, with teacher residency programs approved under section 2.
- For the 2024-25 and 2025-26 school years, grants to 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 three cohorts of residents seeking an endorsement in special education or early childhood special education.

- o 60 teacher residents (20 per cohort) X \$56,000 each (\$35,000 salary + \$21,000 benefits) = \$3,360,000
- o 3 Liaison (1 per cohort) x \$103,000 each = \$309,000
- o 3 TOSA (1 per cohort) x \$103,000 each = \$309,000

Total of each cohort grant is \$1,326,000. The total for 3 cohort grants is \$3,978,000 annually.

II. C - Expenditures

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

School District Expenditure Impact

Section 2(2)(d) requires preservice mentors to receive a stipend of \$2,500 per year. OSPI assumes 60 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 \$150,000 annually.

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- o 3 TOSA (1 per cohort) x \$103,000 each = \$309,000

Total of each cohort grant is \$1,326,000. The total for 3 cohort grants is \$3,978,000 annually.

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 is anticipated.

Part V: New Rule Making Required

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