

Individual State Agency Fiscal Note

Bill Number: 6012 SB	Title: Teacher preparation programs	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	0.0	2.0	1.0	2.0	2.0
Account					
General Fund-State 001-1	0	319,000	319,000	596,000	598,000
Total \$	0	319,000	319,000	596,000	598,000

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.

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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.

Section 1 (New Section)

Section 1(1): Requires the Professional Educator Standards Board (PESB) to do the following:

- Develop and facilitate an ongoing and collaborative process to help programs in Washington state respond to the continuously changing needs of the modern classroom;
- Provide a feedback loop between school staff and programs; and
- Promote continuity, consistency, and coherence across the teacher preparation system regarding implementing new and existing standards.
- Requires that the process meet the requirements of the section.

Section 1(2): Requires PESB, in collaboration with the Office of Superintendent of Public Instruction (OSPI), and the State Board of Education (SBE) to develop a list of changes to the educational system in statute and rule during the last 10 years that might require pedagogical changes in programs by August 1, 2024.

Section 1(3)(a):

- Requires PESB to convene a group of educators, including principals and teachers, to identify what programs must be provided to candidates to prepare them for the modern classroom by October 1, 2024.
- Requires the group to review the list developed in subsection 1(2) of this section to help meet this requirement.

Section 1(3)(b): Requires the group of educators include a variety of representatives from different subject matter areas including, but not limited to, any shortage areas, different grade levels, rural and urban school districts, large and small school districts, schools participating in the mastery-based learning collaborative, schools implementing inclusionary practices to support students with disabilities, and educators of color.

Section 1(3)(c):

- Requires PESB to compile a summary of the findings from the group of educators by March 1, 2025.
- Allows for members of the legislature to review the summary upon request.

Section 1(4)(a):

- Requires PESB to convene a group representing the programs at institutions of higher education by January 1, 2025.
- Requires the group to review the list developed in subsection (2) of this section and the summary compiled under subsection (3)(c) of this section.

Section 1(4)(b):

- Requires each program to perform a gap analysis of their program.
- Requires PESB to determine the components of the gap analysis in accordance with subsection (6)(b)(i) of this section.
- Requires each program to submit the gap analysis and an action plan to PESB by December 1, 2025.

Section 1(4)(c): Subject to the availability of amounts appropriated for this specific purpose, allows PESB to administer one-time grants to institutions of higher education to allow faculty to complete the gap analysis required in this subsection.

Section 1(4)(d)(i): Requires PESB to monitor compliance with the action plans and submit a report to the education committees of the legislature summarizing process on the action plans by December 1, 2026, and then every December 1st of even-numbered years thereafter.

Section 1(4)(d)(ii): Requires the report due on December 1, 2026 to also include recommendations on how to best incorporate principal preparation programs into the process described in this section and a profile of a program finisher

based on the information gathered under this subsection and subsections (2) and (3) of this section and national standards.

Section 1(5):

- After December 1, 2026, requires PESB, in collaboration with policy experts from relevant education agencies, to develop an ongoing and collaborative process to help programs continue to update their action plans and respond to the continuously changing needs of the modern classroom.
- Requires the process to include convening a group of educators as described in subsection 3 of this section and the gap analysis and action plan described in subsection (4) of this section.
- Requires PESB to establish a schedule for programs to complete the process at least once every three years.
- Allows PESB to stagger the completion of the process but must align the process with other review processes.

Section 1(6)(a): Requires PESB to adopt rules to implement this section.

Section 1(6)(b): Informs that the rules must include the components of the gap analysis required in subsection (4) of this section, how the board will monitor compliance with the action plans required in subsection (4) of this section, and the consequences if programs do not make sufficient progress on their action plans.

Section 1(7): For purposes of this section, provides definitions for “board” and “program or programs”.

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 and SBE Expenditure Impacts:

Section 1(2): Requires PESB, in collaboration with the Office of Superintendent of Public Instruction (OSPI), and the State Board of Education (SBE) to develop a list of changes to the educational system in statute and rule during the last 10 years that might require pedagogical changes in programs by August 1, 2024.

OSPI Expenditure Impact:

OSPI assumes a .01 FTE Program Supervisor’s time will be needed to collaborate with PESB and SBE to meet the requirements of this section by August 1, 2024. The cost for this staffing is estimated at \$2,000 in FY 2025.

SBE Expenditure Impact:

To do the work described in Section 1(2), staff would share policy changes with PESB through meetings or through a memo. Staff would likely need to have in depth discussions with PESB regarding policy changes in the arena of mastery-based learning to determine their potential impacts on teacher preparation programs. However, this could be accommodated through temporary internal reallocation of staff effort during fiscal year 2025.

Section 1(5) requires that after December 1, 2026, PESB collaborate with policy experts from relevant education agencies, to develop an ongoing and collaborative process to help programs continue to update their action plans and respond to the continuously changing needs of the modern classroom. Requires the process to be completed at least once every three years and align the process with other review processes. Provides flexibility to stagger the completion.

OSPI Expenditure Impact:

For purposes of this section, OSPI assumes that PESB will stagger the review process and collaboration time will occur

yearly. OSPI estimates a .01 FTE Program Supervisor's time will be needed for ongoing collaborations to assist in updating action plans and continuously changing needs of the modern classroom. The cost for this staffing is estimated at \$2,000 each fiscal year, beginning in FY27.

SBE Expenditure Impact:

For subsequent fiscal years, the level of collaboration with PESB (to identify the changing needs of the modern classroom) necessary to implement the bill would become part of SBE's regular ongoing work and would not require additional funding.

PESB Expenditure Impact:

To implement Section 1, the Professional Educator Standards Board (PESB) will do the following;

- Develop and facilitate an ongoing and collaborative process between school staff and teacher preparation programs;
- Collaborate with the Office of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) to develop a list of changes in law and rule over the past ten years that might result in pedagogical changes in teacher preparation programs;
- Convene a diverse group of educators to review the list developed by PESB, OSPI, and SBE, and to identify the necessary changes in teacher preparation programs to prepare teachers for the modern classroom;
- By March 1, 2025, PESB will compile a report of findings from the group of educators;
- Convene a group of teacher preparation system representatives to review the findings of the above group and review the list developed by PESB, OSPI, and SBE;
- Review gap analysis and action plans submitted by teacher preparation programs (TPP's) on a regular and consistent basis;
- Subject to the amounts appropriated for this bill, PESB shall administer one-time grants to teacher preparation programs to assist them in the gap analysis process. Grants will be awarded to TPP's based on a formula that includes the size of the program;
- Monitor progress of the development and implementation of gap analyses and action plans;
- By December 1, 2026, and every odd year thereafter, PESB will submit a report to the legislature detailing progress on this initiative;
- Develop a schedule for TPP's to submit gap analyses and action plans;
- After December 1, 2026, PESB, in collaboration with relevant stakeholders, shall develop an ongoing and collaborative process to help programs continue to update their action plans;
- Adopt rules that include;
 - o The components of a gap analysis
 - o The components must help teacher preparation programs identify ways in which candidates are not meeting standards in areas of improvement (the list identified in subsection 2 and the report in subsection 3.)
 - o How PESB will monitor compliance of the gap analysis and action plan process.
 - o Consequences for programs if they do not make progress on their action plans.
- Provide technical support, such as the development and periodic revision of guidance to support implementation of rules, and other types of technical support; and
- Develop and periodically update program guidance.

Since the amount of teacher preparation program grant funding under subsection 1(4) is unspecified, the cost of implementing the grant is indeterminate. However, here are three scenarios based on various amounts of grant funding:

SECTION 1 SCENARIO 1:

Grants:
Funding sufficient to award \$165,000 worth of grants to PESB-approved teacher preparation program during fiscal year 2025 (33 programs at an average of \$5,000 each).

Staffing:

Fiscal Year 2025

Cost Detail:

\$180,000 Object A Salaries (2 FTE program managers @ \$90,000/year for each FTE)
 \$61,000 Object B Employee Benefits
 \$42,000 Object E Goods & Services (including \$35,000 indirect for OSPI admin. services)
 \$12,000 Object G Travel
 \$10,000 Object J Equipment
 \$305,000 Total

Workgroups:

PESB assumes that all workgroups will be held virtually. The workgroup in Sec. 1(b) will meet four times starting on or before October 1, 2024 and the workgroup will be comprised of 12 in-service educators. All 12 educators will require substitute reimbursements at a rate of \$250 per workgroup member, per meeting. Total: \$12,000 in FY25

Subsequent Fiscal Years

Cost Detail:

\$180,000 Object A Salaries (2 FTE program managers @ \$90,000/year for each FTE)
 \$61,000 Object B Employee Benefits
 \$41,000 Object E Goods and Services (including \$34,000 indirect for OSPI admin. services)
 \$12,000 Object G Travel
 \$3,000 Object J Equipment
 \$297,000 Total

SECTION 1 SCENARIO 2:

Grants:

Funding sufficient to award \$330,000 worth of grants to PESB-approved teacher preparation program during fiscal year 2025 (33 programs at an average of \$10,000 each).

Staffing:

Fiscal Year 2025

Cost Detail:

\$180,000 Object A Salaries (2 FTE program managers @ \$90,000/year for each FTE)
 \$61,000 Object B Employee Benefits
 \$42,000 Object E Goods and Services (including \$35,000 indirect for OSPI admin. services)
 \$12,000 Object G Travel
 \$10,000 Object J Equipment
 \$305,000 Total

Workgroups:

PESB assumes that all workgroups will be held virtually. The workgroup in Sec. 1(b) will meet four times starting on or before October 1, 2024 and the workgroup will be comprised of 12 in-service educators. All 12 educators will require substitute reimbursements at a rate of \$250 per workgroup member, per meeting. Total: \$12,000 in FY25

Subsequent Fiscal Years

Cost Detail:

\$180,000 Object A Salaries (2 FTE program managers @ \$90,000/year for each FTE)
 \$61,000 Object B Employee Benefits
 \$41,000 Object E Goods and Services (including \$34,000 indirect for OSPI admin. services)
 \$12,000 Object G Travel
 \$3,000 Object J Equipment
 \$297,000 Total

SECTION 1 SCENARIO 3:

Grants:
 Funding sufficient to award \$495,000 worth of grants to PESB-approved teacher preparation program during fiscal year 2025 (33 programs at an average of \$15,000 each).

Staffing:
 Fiscal Year 2025 - 2.0 FTE program manager

Cost Detail:
 \$180,000 Object A Salaries (2 FTE program managers @ \$90,000/year for each FTE)
 \$61,000 Object B Employee Benefits
 \$42,000 Object E Goods and Services (including \$35,000 indirect for OSPI admin. services)
 \$12,000 Object G Travel
 \$10,000 Object J Equipment
 \$305,000 Total

Workgroups:
 PESB assumes that all workgroups will be held virtually. The workgroup in Sec. 1(b) will meet four times starting on or before October 1, 2024 and the workgroup will be comprised of 12 in-service educators. All 12 educators will require substitute reimbursements at a rate of \$250 per workgroup member, per meeting. Total: \$12,000 in FY25

Subsequent Fiscal Years
 Cost Detail:
 \$180,000 Object A Salaries (2 FTE program managers @ \$90,000/year for each FTE)
 \$61,000 Object B Employee Benefits
 \$41,000 Object E Goods and Services (including \$34,000 indirect for OSPI admin. services)
 \$12,000 Object G Travel
 \$3,000 Object J Equipment
 \$297,000 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	0	319,000	319,000	596,000	598,000
Total \$			0	319,000	319,000	596,000	598,000

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		2.0	1.0	2.0	2.0
A-Salaries and Wages		180,942	180,942	360,942	361,884
B-Employee Benefits		61,810	61,810	122,923	123,846
C-Professional Service Contracts					
E-Goods and Other Services		54,068	54,068	82,068	82,136
G-Travel		12,067	12,067	24,067	24,134
J-Capital Outlays		10,113	10,113	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 \$	0	319,000	319,000	596,000	598,000

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 Program Supervisor	94,165		0.0	0.0	0.0	0.0
PESB Program Manager	90,000		2.0	1.0	2.0	2.0
Total FTEs			2.0	1.0	2.0	2.0

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 anticipated.

Part V: New Rule Making Required

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

Section 1 would require PESB rulemaking to be implemented.