

Multiple Agency Fiscal Note Summary

Bill Number: 2053 HB	Title: Ninth grade success grants
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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	Fiscal note not available											
Total \$	0.0	0	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 Expenditures

Agency Name	2023-25			2025-27			2027-29		
	FTEs	Bonds	Total	FTEs	Bonds	Total	FTEs	Bonds	Total
Superintendent of Public Instruction	Fiscal note not available								
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: Brian Fechter, OFM	Phone: (360) 688-4225	Date Published: Final 1/23/2024
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Individual State Agency Fiscal Note

Bill Number: 2053 HB	Title: Ninth grade success grants	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: 01/08/2024
Agency Preparation: Tisha Kuhn	Phone: 360 725-6424	Date: 01/16/2024
Agency Approval: Amy Kollar	Phone: 360 725-6420	Date: 01/16/2024
OFM Review: Brian Fechter	Phone: (360) 688-4225	Date: 01/17/2024

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)

Finding and intent section. The legislature intends to create a permanent ninth grade success grant program to expand access across Washington state.

Section 2 (New Section)

Section 2(1): Requires that the Office of the Superintendent of Public Instruction (OSPI) establish and administer the ninth grade success grant program, subject to the availability of amounts appropriated for that purpose. The purpose of the grant program is to fund the creation of ninth grade success teams that can identify and support incoming high school students who are at risk of not graduating. OSPI is allowed to adopt rules for this grant program.

Section 2(2)(a): Requires that beginning in the 2024-25 school year, OSPI must award grants to eligible public schools, as defined in RCW 28A.150.010. When awarding grants, OSPI must prioritize schools with low ninth grade on-track scores as identified through the Washington school improvement framework and schools that have graduation rates below the statewide average. OSPI must attempt to award grants to public schools in different geographic regions of the state.

Section 2(2)(b): Allows OSPI to contract with a qualified nonprofit organization that has experience coaching school success teams to provide individualized coaching to grant recipients.

Section 2(3): Allows grant recipients to use grant funds for costs associated with establishing and operating a ninth grade success team program, including but not limited to:

- Providing additional compensation or stipends for success team members;
- Providing related professional development and training for success team members;
- Hiring substitute teachers during periods when success team members are performing program duties and training; and
- Providing student supports needed to help ninth grade students thrive.

Section 2(4) requires that by June 30, 2025, and annually thereafter until 2030, OSPI must report to the Governor and the education committees of the Legislature on the implementation of the grant program. The report must include:

- The number of grants awarded, and which schools received an award, organized by geographic location.
- The demographics of the students served by recipient schools' ninth grade success teams, disaggregated by race, ethnicity, gender, students receiving free or reduced-price lunch, students receiving special education services, students receiving transitional bilingual instruction, students in foster care, and students experiencing homelessness.
- Data comparing each recipient school's ninth grade on-track scores before and after implementing ninth grade success teams.
- Longitudinal data on graduation rates for recipient schools, if available; and recommendations for statutory improvements, resource needs, or opportunities for scalability.

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:

The cash receipt impact for ninth grade success grants is indeterminate. Should the legislature choose to provide funding, OSPI assumes that the grant awards required from Section 2(2)(a) would be given to school districts for 53 teams at \$23,000 per team, or \$1,219,000 per fiscal year starting in FY 2025. The grants are assumed to be ongoing through full implementation, and prioritized offering grants to schools that have been grantees previously so they may continue to full implementation.

The grants would cover a variety of expenses associated with ninth grade success such as:

- Building and training ninth grade success teams composed of educators who focus on ensuring students successfully complete their ninth grade year;
- Data-driven professional learning for educators around the importance of ninth grade success and how to support ninth grade students;
- Summer onboarding for new school staff and quarterly convenings for ninth grade success teams to share best practices and build capacity across all school staff to support ninth grade students; and
- Tutoring and mentoring of ninth grade students.

In addition, the grants will support teacher compensation, substitute time, direct student supports, curriculum purchases, licenses for technology platforms, and transportation.

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:

The expenditure impact for ninth grade success grants is indeterminate. Should the legislature choose to provide funding, OSPI assumes that the grant awards required from Section 2(2)(a) would be given to school districts for 53 teams at \$23,000 per team, or \$1,219,000 per fiscal year starting in FY 2025. The grants are assumed to be ongoing through full implementation, and prioritized offering grants to schools that have been grantees previously so they may continue to full implementation.

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In addition, the grants will support teacher compensation, substitute time, direct student supports, curriculum purchases, licenses for technology platforms, and transportation.

OSPI assumes that districts would receive the funding through grants and then expend the funds.

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 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.