

Multiple Agency Fiscal Note Summary

Bill Number: 5850 SB	Title: Chronically absent students
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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	.6	200,000	200,000	200,000	.9	278,000	278,000	278,000	.0	0	0	0
Superintendent of Public Instruction	In addition to the estimate above,there are additional indeterminate costs and/or savings. Please see individual fiscal note.											
Total \$	0.6	200,000	200,000	200,000	0.9	278,000	278,000	278,000	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	.0	0	0	.0	0	0	.0	0	0
Total \$	0.0	0	0	0.0	0	0	0.0	0	0

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

Estimated Capital Budget Breakout

Prepared by: Brian Fechter, OFM	Phone: (360) 688-4225	Date Published: Final 1/23/2024
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Individual State Agency Fiscal Note

Bill Number: 5850 SB	Title: Chronically absent students	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	1.3	0.6	0.9	0.0
Account					
General Fund-State 001-1	0	200,000	200,000	278,000	0
Total \$	0	200,000	200,000	278,000	0

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: Ailey Kato	Phone: 786-7434	Date: 01/02/2024
Agency Preparation: Cindy Jendryka-Wirkkala	Phone: 3607256292	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.

Summary of SB 5850

Section 1 – New

(1) This section is subject to appropriation. Each educational service district must develop and maintain the capacity to offer training for educators and staff on the development of early warning systems to identify and locate students who are chronically absent and connect them with the necessary supports to reengage them in academic learning. The training and coaching must include collecting, analyzing, and reporting any early warning data, including attendance and other relevant data.

(2) This section defines “students who are chronically absent” as students who miss 10 percent or more of their school days for any reason, including excused and unexcused absences or suspensions.

Section 2 – New

(1) This section is subject to appropriation. OSPI shall establish a grant program to support students who are chronically absent.

(2)(a) This section states the purpose of the grant, which is to provide funding for the support of strategies to identify and locate chronically absent students and connect them with necessary supports to reengage them in academic learning.

(2)(b) Grant funds may be used for the following strategies and supports:

(2)(b)(i) Proactive engagement with all families about the impact of attendance on student outcomes;

(2)(b)(ii) Clear, supportive, and solution-oriented communication with families and caregivers of chronically absent student

(2)(b)(iii) Visits to families of chronically absent students;

(2)(b)(iv) Academic, systemic, and economic supports for the families of chronically absent students, including removing barriers to students attending school, and tutoring and mentoring students who are reengaging in the classroom;

(2)(b)(v) Incentives and celebrations of students’ improved attendance and engagement in the classroom.

(3) Community-based organizations and tribes may apply for these grants.

(4) OSPI may adopt rules for the grant program established in this section.

(5) OSPI may require the recipient of the grant funding to report the impact of their efforts in alignment with the measures of the Washington school improvement framework.

(6) This section states that the meaning of “students who are chronically absent” is the same as the definition in Section 1 of this act.

(7) This section expires December 31, 2026.

Section 3 – New

(1) This section is subject to appropriation. OSPI must allocate funding to educational service districts, school districts, and public schools to help eliminate barriers to high school completion for students aged 16 to 21, are severely deficient in academic credits, unable to graduate with their peer group, and enrolled in a statewide dropout reengagement program as defined in RCW 28A.175.105. Due to the varied needs of each student, the use of these funds is flexible and can be used for supports such as:

(1)(a) Testing fees, calculators, and laboratory and other school supplies;

(1)(b) Adequate and appropriate clothing, including specific items needed for particular courses, such as work boots, gloves

and other items;

(1)(c) Adequate and reliable access to food and nutrition; and

(1)(d) Transportation, including bus passes, gas vouchers, and subsidized parking.

(2) OSPI must allocate funding on a per-student basis to educational service districts, school districts, and public schools based on student enrollment in a statewide dropout reengagement program as defined in RCW 28A.175.105. The allocation of funding for either small or rural school districts, or both, must be differentiated and include a base amount of funding.

(3) OSPI may adopt rules to implement this section.

(4) For the purpose of this section, “public schools” has the same meaning as in RCW 28A.150.010.

(5) This section expires December 31, 2026.

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.

Section 1 – New

(1) This section is subject to appropriation; therefore, the cost is indeterminate. Each ESD must develop and maintain the capacity to offer training for educators and staff on the development of early warning systems to identify and locate students who are chronically absent and connect them with the necessary supports to reengage them in academic learning. OSPI would contract with ESDs to execute this work. The estimated cost is \$2,521,800 per year.

This assumption includes the following:

\$169,600 per year for each of nine ESDs to hire one Coordinator ($\$169,600 \times 9 = \$1,526,400$)

\$110,600 per year for each of nine ESDs to hire one Specialist ($\$110,600 \times 9 = \$995,400$)

Section 2 – New

This section is subject to appropriation; therefore, the cost is indeterminate. OSPI is required establish a grant program to support students who are chronically absent.

OSPI would contract with 18 community-based organizations (CBO) to provide mentoring support, extracurricular academic support, family services support, and Hope Science. The estimated cost is \$957,600 annually. OSPI assumes an award amount of $\$53,200 \times 18 \text{ CBOs} = \$957,600$.

OSPI would contract with one provider for evaluation services to include progress monitoring, data collection, data analysis, tool and system development, and writing summary reports. OSPI estimates the annual cost to be \$221,200.

This section expires December 31, 2026.

Section 3 – New

This section is subject to appropriation; therefore, the cost is indeterminate. OSPI would allocate funding to ESDs, school districts, and public schools to help eliminate barriers to high school completion for students aged 16 to 21, are severely deficient in academic credits, unable to graduate with their peer group, and enrolled in a statewide dropout reengagement program.

OSPI estimates 12,000 students would receive services with an average award of \$162 per student. The annual cost would be \$1,944,000 in FY25-27.

This section expires December 31,2026.

OSPI will require additional staffing to execute the grant programs outlined in sections 2 and 3. OSPI will need 1.0 FTE Program Supervisor. The cost of these positions is \$171,000 in FY25, \$159,000 in FY26, and \$80,000 in FY27. OSPI will also require a 0.25 FTE Administrative Assistant 3. The cost for this position is \$29,000 in FY25, \$26,000 in FY26, and \$13,000 in FY27.

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	200,000	200,000	278,000	0
Total \$			0	200,000	200,000	278,000	0

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		1.3	0.6	0.9	
A-Salaries and Wages		111,000	111,000	166,000	
B-Employee Benefits		59,000	59,000	88,000	
C-Professional Service Contracts					
E-Goods and Other Services		8,000	8,000	12,000	
G-Travel		8,000	8,000	12,000	
J-Capital Outlays		14,000	14,000		
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	0	200,000	200,000	278,000	0

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	54,199		0.3	0.1	0.2	
Program Supervisor	96,990		1.0	0.5	0.8	
Total FTEs			1.3	0.6	0.9	0.0

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 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.

Individual State Agency Fiscal Note

Bill Number: 5850 SB	Title: Chronically absent students	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:

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- ☐ Capital budget impact, complete Part IV.
- ☐ Requires new rule making, complete Part V.

Legislative Contact: Ailey Kato	Phone: 786-7434	Date: 01/02/2024
Agency Preparation: Jami Marcott	Phone: (360) 725-6230	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.

Summary of SB 5850

Section 1 – New

(1) This section is subject to appropriation. Each educational service district must develop and maintain the capacity to offer training for educators and staff on the development of early warning systems to identify and locate students who are chronically absent and connect them with the necessary supports to reengage them in academic learning. The training and coaching must include collecting, analyzing, and reporting any early warning data, including attendance and other relevant data.

(2) This section defines “students who are chronically absent” as students who miss 10 percent or more of their school days for any reason, including excused and unexcused absences or suspensions.

Section 2 – New

(1) This section is subject to appropriation. OSPI shall establish a grant program to support students who are chronically absent.

(2)(a) This section states the purpose of the grant, which is to provide funding for the support of strategies to identify and locate chronically absent students and connect them with necessary supports to reengage them in academic learning.

(2)(b) Grant funds may be used for the following strategies and supports:

(2)(b)(i) Proactive engagement with all families about the impact of attendance on student outcomes;

(2)(b)(ii) Clear, supportive, and solution-oriented communication with families and caregivers of chronically absent student

(2)(b)(iii) Visits to families of chronically absent students;

(2)(b)(iv) Academic, systemic, and economic supports for the families of chronically absent students, including removing barriers to students attending school, and tutoring and mentoring students who are reengaging in the classroom;

(2)(b)(v) Incentives and celebrations of students’ improved attendance and engagement in the classroom.

(3) Community-based organizations and tribes may apply for these grants.

(4) OSPI may adopt rules for the grant program established in this section.

(5) OSPI may require the recipient of the grant funding to report the impact of their efforts in alignment with the measures of the Washington school improvement framework.

(6) This section states that the meaning of “students who are chronically absent” is the same as the definition in Section 1 of this act.

(7) This section expires December 31, 2026.

Section 3 – New

(1) This section is subject to appropriation. OSPI must allocate funding to educational service districts, school districts, and public schools to help eliminate barriers to high school completion for students aged 16 to 21, are severely deficient in academic credits, unable to graduate with their peer group, and enrolled in a statewide dropout reengagement program as defined in RCW 28A.175.105. Due to the varied needs of each student, the use of these funds is flexible and can be used for supports such as:

(1)(a) Testing fees, calculators, and laboratory and other school supplies;

(1)(b) Adequate and appropriate clothing, including specific items needed for particular courses, such as work boots, gloves

and other items;

(1)(c) Adequate and reliable access to food and nutrition; and

(1)(d) Transportation, including bus passes, gas vouchers, and subsidized parking.

(2) OSPI must allocate funding on a per-student basis to educational service districts, school districts, and public schools based on student enrollment in a statewide dropout reengagement program as defined in RCW 28A.175.105. The allocation of funding for either small or rural school districts, or both, must be differentiated and include a base amount of funding.

(3) OSPI may adopt rules to implement this section.

(4) For the purpose of this section, “public schools” has the same meaning as in RCW 28A.150.010.

(5) This section expires December 31, 2026.

II. B - Cash receipts Impact

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

Section 1 – New

This section is subject to appropriation; therefore, the impact to cash receipts is indeterminate. Each ESD must develop and maintain the capacity to offer training for educators and staff on the development of early warning systems to identify and locate students who are chronically absent and connect them with the necessary supports to reengage them in academic learning. OSPI would contract with ESDs to execute this work. The estimated impact to ESD cash receipts is \$2,521,800 per year.

This assumption includes the following:

\$169,600 per year for each of nine ESDs to hire one Coordinator ($\$169,600 \times 9 = \$1,526,400$)

\$110,600 per year for each of nine ESDs to hire one Specialist ($\$110,600 \times 9 = \$995,400$)

Section 3 – New

This section is subject to appropriation; therefore, the impact to cash receipts is indeterminate. OSPI must allocate funding to help eliminate barriers to high school completion for students aged 16 to 21, are severely deficient in academic credits, unable to graduate with their peer group, and enrolled in a statewide dropout reengagement program.

OSPI estimates 12,000 students would receive services with an average award of \$162 per student. The annual impact to cash receipts would be \$1,944,000 in FY25-27.

This section expires 12/31/26.

II. C - Expenditures

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

Section 1 – New

This section is subject to appropriation; therefore, the cost is indeterminate. Each ESD must develop and maintain the capacity to offer training for educators and staff on the development of early warning systems to identify and locate students who are chronically absent and connect them with the necessary supports to reengage them in academic learning. OSPI would contract with ESDs to execute this work. The estimated cost of ESD staffing is \$2,521,800 per year.

This assumption includes the following:

\$169,600 per year for each of nine ESDs to hire one Coordinator ($\$169,600 \times 9 = \$1,526,400$)

\$110,600 per year for each of nine ESDs to hire one Specialist ($\$110,600 \times 9 = \$995,400$)

Section 3 – New

This section is subject to appropriation; therefore, the cost is indeterminate. Grant recipients would provide services to an estimated 12,000 students to help eliminate barriers to high school completion for students aged 16 to 21, are severely deficient in academic credits, unable to graduate with their peer group, and enrolled in a statewide dropout reengagement program. OSPI estimates the average award to be \$162 per student for an annual cost of \$1,944,000 in FY25-27.

This section expires 12/31/26.

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

There is no impact to the 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.