

# Multiple Agency Fiscal Note Summary

<b>Bill Number:</b> 2239 HB	<b>Title:</b> Social-emotional instruction
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## Estimated Cash Receipts

Agency Name	2023-25			2025-27			2027-29		
	GF-State	NGF-Outlook	Total	GF-State	NGF-Outlook	Total	GF-State	NGF-Outlook	Total
Washington State Health Care Authority	90,000	90,000	90,000	180,000	180,000	180,000	180,000	180,000	180,000
<b>Total \$</b>	<b>90,000</b>	<b>90,000</b>	<b>90,000</b>	<b>180,000</b>	<b>180,000</b>	<b>180,000</b>	<b>180,000</b>	<b>180,000</b>	<b>180,000</b>

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
Washington State Health Care Authority	.3	90,000	90,000	90,000	.5	180,000	180,000	180,000	.5	180,000	180,000	180,000
Superintendent of Public Instruction	1.1	347,000	347,000	347,000	2.2	646,000	646,000	646,000	2.2	646,000	646,000	646,000
Superintendent of Public Instruction	In addition to the estimate above, there are additional indeterminate costs and/or savings. Please see individual fiscal note.											
<b>Total \$</b>	<b>1.4</b>	<b>437,000</b>	<b>437,000</b>	<b>437,000</b>	<b>2.7</b>	<b>826,000</b>	<b>826,000</b>	<b>826,000</b>	<b>2.7</b>	<b>826,000</b>	<b>826,000</b>	<b>826,000</b>

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
Washington State Health Care Authority	.0	0	0	.0	0	0	.0	0	0
Superintendent of Public Instruction	.0	0	0	.0	0	0	.0	0	0
<b>Total \$</b>	<b>0.0</b>	<b>0</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0</b>

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

<b>Prepared by:</b> Brian Fechter, OFM	<b>Phone:</b> (360) 688-4225	<b>Date Published:</b> Final 1/26/2024
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# Individual State Agency Fiscal Note

<b>Bill Number:</b> 2239 HB	<b>Title:</b> Social-emotional instruction	<b>Agency:</b> 107-Washington State Health Care Authority
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## Part I: Estimates

No Fiscal Impact

### Estimated Cash Receipts to:

ACCOUNT	FY 2024	FY 2025	2023-25	2025-27	2027-29
General Fund-State 001-1		90,000	90,000	180,000	180,000
<b>Total \$</b>		90,000	90,000	180,000	180,000

### Estimated Operating Expenditures from:

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years	0.0	0.5	0.3	0.5	0.5
<b>Account</b>					
General Fund-State 001-1	0	90,000	90,000	180,000	180,000
<b>Total \$</b>	0	90,000	90,000	180,000	180,000

### 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: Megan Wargacki	Phone: 360-786-7194	Date: 01/17/2024
Agency Preparation: Sue Eckroth	Phone: 360-725-1899	Date: 01/22/2024
Agency Approval: Madina Cavendish	Phone: 360-725-0902	Date: 01/22/2024
OFM Review: Arnel Blancas	Phone: (360) 000-0000	Date: 01/24/2024

## 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.

See attached narrative.

### 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.

See attached narrative.

### 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.

See attached narrative.

## 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	90,000	90,000	180,000	180,000
<b>Total \$</b>			0	90,000	90,000	180,000	180,000

### III. B - Expenditures by Object Or Purpose

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years		0.5	0.3	0.5	0.5
A-Salaries and Wages		44,000	44,000	88,000	88,000
B-Employee Benefits		16,000	16,000	32,000	32,000
C-Professional Service Contracts					
E-Goods and Other Services		10,000	10,000	20,000	20,000
G-Travel		2,000	2,000	4,000	4,000
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements		18,000	18,000	36,000	36,000
9-					
<b>Total \$</b>	0	90,000	90,000	180,000	180,000

### 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
MEDICAL ASSISTANCE PROGRA SPECIALIST 3	87,000		0.5	0.3	0.5	0.5
<b>Total FTEs</b>			0.5	0.3	0.5	0.5

**III. D - Expenditures By Program (optional)**

<b>Program</b>	<b>FY 2024</b>	<b>FY 2025</b>	<b>2023-25</b>	<b>2025-27</b>	<b>2027-29</b>
Community Behavioral Health (150)		90,000	90,000	180,000	180,000
<b>Total \$</b>		90,000	90,000	180,000	180,000

**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

**Part V: New Rule Making Required**

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

# HCA Fiscal Note

Bill Number: **2239 HB**

HCA Request #: 24-070

Title: **Social-Emotional Instruction**

**Part I: Estimates**

No Fiscal Impact

**Estimated Cash Receipts to:**

**NONE**

**Estimated Operating Expenditures from:**

	FY-2024	FY-2025	FY-2026	FY-2027	FY-2028	FY-2029	2023-25	2025-27	2027-29
FTE Staff Years	0.0	0.5	0.5	0.5	0.5	0.5	0.3	0.5	0.5
<b>ACCOUNT</b>									
General Fund-State 001-1	-	90,000	90,000	90,000	90,000	90,000	90,000	180,000	180,000
<b>ACCOUNT - TOTAL \$</b>	<b>\$ -</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 180,000</b>	<b>\$ 180,000</b>

**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.

# HCA Fiscal Note

Bill Number: **2239 HB**

HCA Request #: 24-070

Title: **Social-Emotional Instruction**

## 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.*

An act relating to supporting student well-being through instruction in social-emotional skills, adding and amending Revised Code of Washington (RCW) 28A.300.288 Youth suicide prevention activities; 28A.320 RCW Provisions applicable to all districts; and 28A.630 RCW Temporary provisions - special projects.

**Section 4 (1)** requires the Office of Superintendent of Public Instruction (OSPI) to work with state agency and community partners, including prevention experts in the Division of Behavioral Health and Recovery (DBHR) of the Health Care Authority (HCA) to assist schools in implementing youth suicide prevention activities.

**Section 4 (2)** requires OSPI to work with state and community partners and to prioritize funding appropriated for subsection (1) of this section to communities identified as the highest risk.

**Section 4 (3)** encourages OSPI to work with state agency and community partners to promote funding opportunities available under this section to eligible schools.

### 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. Distinguish between one time and ongoing functions.*

**NONE**

### 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. Distinguish between one time and ongoing functions.*

HCA requests \$90,000 (General Fund-State (GF-S)) funding and 0.3 Full Time Equivalent (FTE) staff in the 2023-25 biennium, \$180,000 (GF-S) funding and 0.5 FTE staff in the 2025-27 biennium ongoing.

ACCOUNT	ACCOUNT TITLE	TYPE	FY-2024	FY-2025	FY-2026	FY-2027	FY-2028	FY-2029	2023-25	2025-27	2027-29
001-1	General Fund	State	-	90,000	90,000	90,000	90,000	90,000	90,000	180,000	180,000
<b>ACCOUNT - TOTAL \$</b>			<b>\$ -</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 180,000</b>	<b>\$ 180,000</b>

## Part III: Expenditure Detail

### III. A - Operating Budget Expenditure

**Section 4** will require additional resources. This bill requires OSPI to coordinate with HCA DBHR prevention experts on social-emotional instruction including:

- Training for school employees, parents, community members, and students in recognizing and responding to the signs of suicide;
- Partnering with local coalitions of community members interested in preventing youth suicide; and
- Responding to communities determined to be in crisis after a suicide or attempted suicide.

# HCA Fiscal Note

Bill Number: **2239 HB**

HCA Request #: 24-070

Title: **Social-Emotional Instruction**

It is expected that HCA will play a critical role in projects that seek to review, develop, and evaluate behavioral health education materials and activities in schools, such as those needed under HB 2239 to provide suicide prevention education and activities, as well as socio-emotional coping and regulation skills. HCA has expertise in evaluating existing behavioral health school-based programs.

**Staffing required:**

**0.5 FTE Medical Assistance Program Specialist 3 (MAPS3)**

- Implementation and ongoing, year-round, support of HB 2239 to meet described work including collaborating with OSPI to identify, develop or adapt the following materials 1) youth suicide prevention activities; 2) training for school staff and student parents and guardians on how to identify and respond to signs of risk of suicide; 3) training on crisis response after a suicide or suicide attempt.
- Annual salary and benefits cost of \$60,000 (GF-S) and 0.5 FTE per year ongoing.

Goods and services, travel, and equipment are calculated on actual program averages per FTE.

Administrative costs are calculated at \$35,000 per 1.0 FTE. This cost is included in Object T based on HCA's federally approved cost allocation plan.

**III. B - Expenditures by Object Or Purpose**

OBJECT	OBJECT TITLE	FY-2024	FY-2025	FY-2026	FY-2027	FY-2028	FY-2029	2023-25	2025-27	2027-29
A	Salaries and Wages	-	44,000	44,000	44,000	44,000	44,000	44,000	88,000	88,000
B	Employee Benefits	-	16,000	16,000	16,000	16,000	16,000	16,000	32,000	32,000
E	Goods and Other Services	-	10,000	10,000	10,000	10,000	10,000	10,000	20,000	20,000
G	Travel	-	2,000	2,000	2,000	2,000	2,000	2,000	4,000	4,000
T	Intra-Agency Reimbursements	-	18,000	18,000	18,000	18,000	18,000	18,000	36,000	36,000
<b>OBJECT - TOTAL \$</b>		<b>\$ -</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 180,000</b>	<b>\$ 180,000</b>

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

FTE JOB TITLE	SALARY	FY-2024	FY-2025	FY-2026	FY-2027	FY-2028	FY-2029	2023-25	2025-27	2027-29
MEDICAL ASSISTANCE PROGRAM SPECIALIST 3	87,000	0.0	0.5	0.5	0.5	0.5	0.5	0.3	0.5	0.5
<b>ANNUAL SALARY &amp; FTE - TOTAL</b>	<b>\$ 87,000</b>	<b>0.0</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.3</b>	<b>0.5</b>	<b>0.5</b>

**III. D - Expenditures By Program (optional)**

PROGRAM	PROGRAM TITLE	FY-2024	FY-2025	FY-2026	FY-2027	FY-2028	FY-2029	2023-25	2025-27	2027-29
150	150 - Community Behavioral Health	-	90,000	90,000	90,000	90,000	90,000	90,000	180,000	180,000
<b>PROGRAM - TOTAL \$</b>		<b>\$ -</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$ 180,000</b>	<b>\$ 180,000</b>

**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



## HCA Fiscal Note

Bill Number: **2239 HB**

HCA Request #: 24-070

Title: **Social-Emotional Instruction**

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

NONE

### **Part V: New Rule Making Required**

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

NONE

# Individual State Agency Fiscal Note

<b>Bill Number:</b> 2239 HB	<b>Title:</b> Social-emotional instruction	<b>Agency:</b> 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	2.2	1.1	2.2	2.2
<b>Account</b>					
General Fund-State 001-1	0	347,000	347,000	646,000	646,000
<b>Total \$</b>	0	347,000	347,000	646,000	646,000

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: Megan Wargacki	Phone: 360-786-7194	Date: 01/17/2024
Agency Preparation: Jami Marcott	Phone: (360) 725-6230	Date: 01/26/2024
Agency Approval: TJ Kelly	Phone: 360 725-6301	Date: 01/26/2024
OFM Review: Brian Fechter	Phone: (360) 688-4225	Date: 01/26/2024

## 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

(1) The legislature recognizes that there is an ongoing youth mental health crisis that requires a response strategy. The rates of psychological distress have increased since the pandemic began. A Center for Disease Control (CDC) study in 2021 found that high school students who felt connected to people at school reported fewer negative impacts of the pandemic on their mental health.

(2) Teaching students how to build the skills to cope with stress, navigate their emotions, build healthy relationships, and develop problem solving skills improves student well-being.

(3) OSPI defines social-emotional learning (SEL) as the process through which students build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success. OSPI adopted SEL standards and benchmarks in 2020, but they are only required for kindergarten through third grade.

(4) Many public schools are teaching students social-emotional health skills within a prevention-based framework and within a continuum of support. Many schools do not have the capacity or resources to proactively provide similar student supports.

(5) The legislature intends to encourage all public schools to provide social-emotional instruction, consistent with the adopted learning standards and benchmarks. It is also the intent to distribute funding dependent upon financial need.

#### Section 2 New

(1) Every public school is encouraged to provide SEL consistent with learning standards and benchmarks adopted by OSPI pursuant to RCW 28A.300.478. It is recommended that curriculum be research-based or evidence-based, developmentally appropriate, linguistically responsive, culturally sustaining, and promotes and supports student learning, mental health, and well-being.

(2) Public schools are encouraged to coordinate actions to implement this section with efforts such as planning for emotional or behavioral distress, priorities of school counselors, social workers, and psychologists, implementing a comprehensive counseling program, and staff training.

(3) For purposes of this section, public school has the same meaning as in RCW 28A.150.010.

#### Section 3 New

(1) Subject to appropriation, between July 1, 2024 and June 30, 2029, OSPI shall annually distribute funding to school districts, charter schools, and state-tribal compact schools to support instruction in SEL, consistent with the standards and benchmarks adopted by OSPI. The process for distributing funds must be streamlined for delivery to rural and small school districts.

(2) OSPI must prioritize funding in the following order:

(i) first to the highest poverty districts, charter schools, and state-tribal compact schools that are not currently providing this instruction with the adopted learning standards and benchmarks.

(ii) second to districts, charter schools, and state-tribal compact schools in communities identified as highest risk under RCW 28A.300.288 and that provide instruction in SEL as a component of primary prevention for youth suicide prevention activities.

(3) Recipients of the funding provided under this section, must comply with the recommendations under section 2 of this

act, including the SEL curriculum recommendations.

(4) Fund recipients must report to OSPI with perspectives on any student outcome that was impacted by increasing the SEL instruction.

(5) OSPI must work with the state and community partners to implement this section.

(6) By October 15, 2029, OSPI shall submit a report to the legislature indicating the fund recipients, what the funding was used for, and perspectives on impacted student outcomes.

(7) This section expires July 1, 2030.

#### Section 4

(1) Current law requires OSPI to work with state agency and community partners to assist schools in implementing youth suicide prevention activities. OSPI must now include prevention experts in the division of behavioral health and recovery of the state Health care Authority.

(3) OSPI is encouraged to work with state agency and community partners to promote funding opportunities available under this section to eligible schools.

#### 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 3 New

(1) Between July 1, 2024 and June 30, 2029, OSPI shall distribute funding annually to school districts, charter schools, and state-tribal compact schools to support instruction in SEL. The process for distributing funds must be streamlined for delivery to rural and small school districts.

(2) OSPI must prioritize funding in the following order:

(i) first to the highest poverty districts, charter schools, and state-tribal compact schools that are not currently providing this instruction with the adopted learning standards and benchmarks.

(ii) second to districts, charter schools, and state-tribal compact schools in communities identified as highest risk under RCW 28A.300.288 and that provide instruction in SEL as a component of primary prevention for youth suicide prevention activities.

(3) Recipients of the funding provided under this section, must comply with the recommendations under section 2 of this act, including the SEL curriculum recommendations.

(4) Fund recipients must report to OSPI with perspectives on any student outcome that was impacted by increasing the SEL instruction.

The cost for this section is indeterminate as it is subject to appropriation. Should the grant program be funded, OSPI assumes a competitive grant in which funding would support 10% of the school districts, charter schools, or state-tribal

compact schools with the highest need. OSPI estimates 30 grantees, funded at \$50,000 per award for a total of \$1,500,000 per year in FY25-29.

(5) OSPI must work with the state and community partners to implement this section.

(6) By October 15, 2029, OSPI shall submit a report to the legislature indicating the fund recipients, what the funding was used for, and perspectives on impacted student outcomes. OSPI would contract with an evaluator to design, compile, and analyze the data submitted from the grantees to meet the reporting requirements of this section. The estimated cost is \$150,000 in FY30.

(7) This section expires July 1, 2030.

**Section 4**

(3) OSPI is encouraged to work with state agency and community partners to promote funding opportunities available under this section to eligible schools.

To execute the requirements of sections 3 and 4, OSPI would require the following staffing in FY25-30:

0.2 FTE Director, \$41,000 in FY25 and \$39,000 in FY26-30

1.5 FTE Program Supervisor, \$250,000 in FY25 and \$233,000 in FY26-30

0.5 FTE Administrative Assistant 3, \$56,000 in FY25 and \$51,000 in FY26-30

Section 3 expires July 1, 2030 which is one day into FY31. OSPI assumes no staffing costs for FY31.

**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	347,000	347,000	646,000	646,000
<b>Total \$</b>			0	347,000	347,000	646,000	646,000

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		2.2	1.1	2.2	2.2
A-Salaries and Wages		191,686	191,686	383,372	383,372
B-Employee Benefits		100,718	100,718	203,068	203,068
C-Professional Service Contracts					
E-Goods and Other Services		14,890	14,890	29,780	29,780
G-Travel		14,890	14,890	29,780	29,780
J-Capital Outlays		24,816	24,816		
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
<b>Total \$</b>	0	347,000	347,000	646,000	646,000

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

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

Job Classification	Salary	FY 2024	FY 2025	2023-25	2025-27	2027-29
Administrative Assistant 3	52,620		0.5	0.3	0.5	0.5
Director	120,640		0.2	0.1	0.2	0.2
Program Supervisor	94,165		1.5	0.8	1.5	1.5
<b>Total FTEs</b>			2.2	1.1	2.2	2.2

**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

**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

<b>Bill Number:</b> 2239 HB	<b>Title:</b> Social-emotional instruction	<b>Agency:</b> 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: Megan Wargacki	Phone: 360-786-7194	Date: 01/17/2024
Agency Preparation: Jami Marcott	Phone: (360) 725-6230	Date: 01/26/2024
Agency Approval: TJ Kelly	Phone: (360) 725-6301	Date: 01/26/2024
OFM Review: Brian Fechter	Phone: (360) 688-4225	Date: 01/26/2024

## 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

(1) The legislature recognizes that there is an ongoing youth mental health crisis that requires a response strategy. The rates of psychological distress have increased since the pandemic began. A Center for Disease Control (CDC) study in 2021 found that high school students who felt connected to people at school reported fewer negative impacts of the pandemic on their mental health.

(2) Teaching students how to build the skills to cope with stress, navigate their emotions, build healthy relationships, and develop problem solving skills improves student well-being.

(3) OSPI defines social-emotional learning (SEL) as the process through which students build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success. OSPI adopted SEL standards and benchmarks in 2020, but they are only required for kindergarten through third grade.

(4) Many public schools are teaching students social-emotional health skills within a prevention-based framework and within a continuum of support. Many schools do not have the capacity or resources to proactively provide similar student supports.

(5) The legislature intends to encourage all public schools to provide social-emotional instruction, consistent with the adopted learning standards and benchmarks. It is also the intent to distribute funding dependent upon financial need.

#### Section 2 New

(1) Every public school is encouraged to provide SEL consistent with learning standards and benchmarks adopted by OSPI pursuant to RCW 28A.300.478. It is recommended that curriculum be research-based or evidence-based, developmentally appropriate, linguistically responsive, culturally sustaining, and promotes and supports student learning, mental health, and well-being.

(2) Public schools are encouraged to coordinate actions to implement this section with efforts such as planning for emotional or behavioral distress, priorities of school counselors, social workers, and psychologists, implementing a comprehensive counseling program, and staff training.

(3) For purposes of this section, public school has the same meaning as in RCW 28A.150.010.

#### Section 3 New

(1) Subject to appropriation, between July 1, 2024 and June 30, 2029, OSPI shall annually distribute funding to school districts, charter schools, and state-tribal compact schools to support instruction in SEL, consistent with the standards and benchmarks adopted by OSPI. The process for distributing funds must be streamlined for delivery to rural and small school districts.

(2) OSPI must prioritize funding in the following order:

(i) first to the highest poverty districts, charter schools, and state-tribal compact schools that are not currently providing this instruction with the adopted learning standards and benchmarks.

(ii) second to districts, charter schools, and state-tribal compact schools in communities identified as highest risk under RCW 28A.300.288 and that provide instruction in SEL as a component of primary prevention for youth suicide prevention activities.

(3) Recipients of the funding provided under this section, must comply with the recommendations under section 2 of this act, including the SEL curriculum recommendations.



(4) Fund recipients must report to OSPI with perspectives on any student outcome that was impacted by increasing the SEL instruction.

(5) OSPI must work with the state and community partners to implement this section.

(6) By October 15, 2029, OSPI shall submit a report to the legislature indicating the fund recipients, what the funding was used for, and perspectives on impacted student outcomes.

(7) This section expires July 1, 2030.

#### Section 4

(1) Current law requires OSPI to work with state agency and community partners to assist schools in implementing youth suicide prevention activities. OSPI must now include prevention experts in the division of behavioral health and recovery of the state Health care Authority.

(3) OSPI is encouraged to work with state agency and community partners to promote funding opportunities available under this section to eligible schools.

### 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 3 New

(1) Between July 1, 2024 and June 30, 2029, school districts could receive funding annually to support instruction in SEL through a competitive grant from OSPI.

The cash receipts impact for this section is indeterminate. Should the grant program be funded, It is unknown how many districts would apply for grants. OSPI assumes funding would support 10% of the school districts, charter schools, or state-tribal compact schools with the highest need. OSPI estimates 30 grantees, funded at \$50,000 per award for a total of \$1,500,000 per in FY25-29.

### 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 3 New

(1) Between July 1, 2024 and June 30, 2029, school districts could receive funding annually to support instruction in SEL through a competitive grant from OSPI.

(2) Funding must be prioritized in the following order:

(i) first to the highest poverty districts, charter schools, and state-tribal compact schools that are not currently providing this instruction with the adopted learning standards and benchmarks.

(ii) second to districts, charter schools, and state-tribal compact schools in communities identified as highest risk under RCW 28A.300.288 and that provide instruction in SEL as a component of primary prevention for youth suicide prevention activities.

(3) Recipients of the funding provided under this section, must comply with the recommendations under section 2 of this act, including the SEL curriculum recommendations.

(4) Fund recipients must report to OSPI with perspectives on any student outcome that was impacted by increasing the

SEL instruction.

The cost for this section is indeterminate as it is subject to appropriation. Should the grant program be funded, grantees would have costs to fund the work per the grant guidelines. Districts statewide could have expenditures up to \$1,500,000 per year in FY25-29.

**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.*