

Multiple Agency Fiscal Note Summary

Bill Number: 1915 HB	Title: Financial education
-----------------------------	-----------------------------------

Estimated Cash Receipts

NONE

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	.1	52,000	52,000	52,000	.0	0	0	0	.0	0	0	0
Total \$	0.1	52,000	52,000	52,000	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	.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 1/28/2024
--	---------------------------------	---

Individual State Agency Fiscal Note

Bill Number: 1915 HB	Title: Financial education	Agency: 350-Superintendent of Public Instruction
-----------------------------	-----------------------------------	---

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	0.2	0.1	0.0	0.0
Account					
General Fund-State 001-1	0	52,000	52,000	0	0
Total \$	0	52,000	52,000	0	0

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: Ethan Moreno	Phone: 360-786-7386	Date: 01/10/2024
Agency Preparation: Tisha Kuhn	Phone: 360 725-6424	Date: 01/11/2024
Agency Approval: Amy Kollar	Phone: 360 725-6420	Date: 01/11/2024
OFM Review: Brian Fechter	Phone: (360) 688-4225	Date: 01/11/2024

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)

Recognition and intent section. The legislature intends to make financial education instruction a graduation prerequisite and a required component of public education.

Section 2 (Amended)

Language modified requiring the Office of the Superintendent of Public Instruction (OSPI) to consult with the Financial Education Public-Private Partnership (FEPPP) to make available a list of instructional materials that align with the financial education learning standards adopted in RCW 28A.300.469.

Section 2(2): Previous language removed requiring school district to provide all students in grades nine through twelve the opportunity to access the financial education standards.

Section 3 (New Section)

Section 3(1)(a): Requires each school that operates a high school must provide high school students access to no less than one-half credit of financial education instruction, beginning in or before the 2025-26 school year.

Section 3(1)(b): Requires that no less than one-half credit of financial education is a prerequisite to graduation from a public high school, beginning with the graduation class of 2029.

Section 3(1)(c): Allows for the content and instruction required to be provided in stand-alone courses or embedded into other courses and subject areas.

Section 3(2)(a): Requires school districts to submit a plan and timeline for providing students with the ability to meet the requirement in subsection (1)(b) to the State Board of Education (SBE) by December 15, 2024.

Section 3(2)(b): For school districts that require students to earn no less than one-half credit of financial education as a graduation requirement on or before September 1, 2023, the school district is required to notify SBE on how they are providing students with the ability to meet the requirement.

Section 3(2)(c): Requires materials that are received by SBE under this subsection (2) be posted on their website.

Section 3(3): Requires school districts to provide financial education instruction to all public school students in elementary and middle school grades, beginning in or before the 2026-27 school year. Lists the requirements on how many, who, and when for each grade level.

Section 3(4): Requires school districts to publicize the offering of financial education instruction, and the associated graduation prerequisite, to student and their parents or legal guardians, beginning no later than the 2025-26 school year.

Section 3(5): Requires that instruction provided in accordance with this section conform with the financial education learning standards adopted in RCW 28A.300.469.

Section 3(6): Informs that this section governs school district operation and management under RCW 28A.710.040 and 28A.715.020, and applies to charter schools, state-tribal education compact schools to the same extent as it applies to school districts.

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.

Section 2 requires the Office of the Superintendent of Public Instruction (OSPI) to consult with the Financial Education Public-Private Partnership (FEPPP) to make available a list of instructional materials that align with the financial education learning standards adopted in RCW 28A.300.469.

OSPI Expenditure Impact:

There is no fiscal impact to OSPI. As part of the normal operation of duties, OSPI and FEPPP currently collaborate to ensure that instructional materials that align with the financial education learning standards are posted on the financial education page of the OSPI website and updated, as needed.

FEPPP Expenditure Impact:

There is no fiscal impact to FEPPP. As part of the normal operation of duties, instructional materials that align with the financial education learning standards are updated and provided to OSPI for publication on the financial education page of the OSPI website.

SBE Expenditure Impact:

Section 3(1) would involve an update of rules to reflect new graduation prerequisite and related communications to the field.

Updating rules include:

- Developing draft proposed rules;
- Briefing the Board on the rules at a Board meeting;
- Communicating about the proposed rules to interested parties and the public;
- Holding a public hearing;
- Making possible changes to rules in response to public comment and testimony;
- Briefing the Board on possible changes as a Board meeting;
- Taking action to adopt the rules at a Board meeting;
- Preparing filings for the Code Revisor; and
- Communicating with the field about the revised rules, including updating the website with revised information on graduation requirements and developing and posting guidance on the revised rules.

Section 3(2) would involve a one-time collection and posting of plans, timelines, and notices to include:

- Updating website;
- Outreach to school districts;
- Provide technical assistance to school districts;
- Follow-up with school districts;
- Posting plans, timelines, and notices on website; and
- Document remediation for accessibility (all documents received from schools must be made accessible to people with disabilities prior to posting on SBE's website)

SBE assumes it would require the following FTE to implement and support the work outlined in Section 3:

FY25 (One-Time)

Object A (Salaries): \$18,000 for 0.2 FTE policy analyst (annual salary \$90,000 per FTE staff)

Object B (Employee Benefits): \$6,000
 Object E (Goods and Services): \$28,000
 TOTAL: \$52,000

Expenditures are estimated based on staff FTE, but given the short-term nature of the work, it may be contracted instead. Object E Goods and Services expenditures include various implementation-related costs, such as the cost of ensuring that documents posted to SBE’s website are accessible to people with disabilities. Object E also includes indirect administrative costs (\$5,000 paid by SBE to the Office of Superintendent of Public Instruction for administrative services OSPI provides to SBE, plus \$5,000 to cover SBE’s own administrative costs related to bill implementation.)

For subsequent fiscal years, rule revisions would become part of SBE’s regular ongoing work and would not require additional funding.

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	52,000	52,000	0	0
Total \$			0	52,000	52,000	0	0

III. B - Expenditures by Object Or Purpose

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years		0.2	0.1		
A-Salaries and Wages		18,000	18,000		
B-Employee Benefits		6,000	6,000		
C-Professional Service Contracts					
E-Goods and Other Services		28,000	28,000		
G-Travel					
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	0	52,000	52,000	0	0

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
SBE Policy Analyst	90,000		0.2	0.1		
Total FTEs			0.2	0.1		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 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.

SBE would have to update its rules on graduation requirements to reflect the new graduation prerequisite established in Section 3(1)(b).

Individual State Agency Fiscal Note

Bill Number: 1915 HB	Title: Financial education	Agency: SDF-School District Fiscal Note - SPI
-----------------------------	-----------------------------------	--

Part I: Estimates

No Fiscal Impact

Estimated Cash Receipts to:

NONE

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: Ethan Moreno	Phone: 360-786-7386	Date: 01/10/2024
Agency Preparation: Tisha Kuhn	Phone: 360 725-6424	Date: 01/28/2024
Agency Approval: TJ Kelly	Phone: (360) 725-6301	Date: 01/28/2024
OFM Review: Brian Fechter	Phone: (360) 688-4225	Date: 01/28/2024

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)

Recognition and intent section. The legislature intends to make financial education instruction a graduation prerequisite and a required component of public education.

Section 2 (Amended)

- Language removed requiring school district to provide all students in grades nine through twelve the opportunity to access the financial education standards.
- Language modified requiring the Office of the Superintendent of Public Instruction (OSPI) to consult with the Financial Education Public-Private Partnership (FEPPP) to make available a list of instructional materials that align with the financial education learning standards adopted in RCW 28A.300.469.

Section 3 (New Section)

Section 3(1)(a): Requires each school that operates a high school must provide high school students access to no less than one-half credit of financial education instruction, beginning in or before the 2025-26 school year.

Section 3(1)(b): Requires that no less than one-half credit of financial education is a prerequisite to graduation from a public high school, beginning with the graduation class of 2029.

Section 3(1)(c): Allows for the content and instruction required may be provided in stand-alone courses or embedded into other courses and subject areas.

Section 3(2)(a): Requires school districts to submit a plan and timeline for providing students with the ability to meet the requirement in subsection (1)(b) to the State Board of Education (SBE) by December 15, 2024.

Section 3(2)(b): For school districts that require students to earn no less than one-half credit of financial education as a graduation requirement on or before September 1, 2023, the school district is required to notify SBE on how they are providing students with the ability to meet the requirement.

Section 3(2)(c): Requires materials that are received by SBE under this subsection (2) be posted on their website.

Section 3(3): Requires school districts to provide financial education instruction to all public school students in elementary and middle school grades, beginning in or before the 2026-27 school year. Lists the requirements on how many, who, and when for each grade level.

Section 3(4): Requires school districts to publicize the offering of financial education instruction, and the associated graduation prerequisite, to student and their parents or legal guardians, beginning no later than the 2025-26 school year.

Section 3(5): Requires that instruction provided in accordance with this section conform with the financial education learning standards adopted in RCW 28A.300.469.

Section 3(6): Informs that this section governs school district operation and management under RCW 28A.710.040 and 28A.715.020, and applies to charter schools, state-tribal education compact schools to the same extent as it applies to school districts.

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.

The school district expenditure impact for this bill is indeterminate.

Section 3(1)(a): Requires each school that operates a high school to provide high school students access to no less than one-half credit of financial education instruction, beginning in or before the 2025-26 school year.

In a 2023 State Board of Education Requirement Compliance and District Survey Data, school districts were asked if they provide the opportunity to all students in grades nine through twelve access financial education under RCW 28A.300.468.

- 133 school districts offer financial education as a stand-alone for credit course.
- 103 school districts offer financial education embedded in a for credit course.
- 28 school districts offer financial education, but it is not offered for a credit.
- 3 school districts does not offer financial education.
- 53 school districts did not report information.

While 236 school districts currently offer financial education as part of a stand-alone or embedded for credit course, the following is unknown of the remaining school districts that do not offer financial education, do not offer financial education for credit, or did not report:

- Number of school districts that would need to adopt new curriculum aligned to financial education learning standards.
- Number of public schools that would need to hire qualified financial educator.
- Number of school districts that will not be able to submit a plan and timeline for providing students with the ability to meet the requirement in subsection (1)(b) to the State Board of Education (SBE) by December 15, 2024.

Section 3(1)(b): Requires that no less than one-half credit of financial education is a prerequisite to graduation from a public high school, beginning with the graduation class of 2029.

The following is unknown:

- Number of school districts that currently offer financial education as a prerequisite to graduation.
- Number of school districts that would need to revise individual school course schedules.
- Number of schools that will need to hire additional qualified staff to ensure that all students receive financial education.

Secondary Staffing:

There are currently 236 school districts that offer financial education as part of a stand-alone or embedded for credit course utilizing current staffing. For purposes of this fiscal note, OSPI assumes the remaining 84 school districts would need to employ qualified educators that would teach financial education in their high schools. For purposes of this fiscal note, OSPI assumes the following, beginning in FY26.:

- Minimum: School districts will embed the financial education curriculum within currently offered classes. Total cost: \$0.0
- Maximum: Dependent on the district size, OSPI assumes a range from 1-5 secondary teachers will be needed at the remaining 84 school districts. The average salary with benefits for a secondary teacher is \$123,033 based on a 181-day contract. If each school district employed 1 additional secondary teacher the cost would total \$10,344,772. If each school district chose to employ 5 additional secondary teachers, the total could be \$51,673,860.

Curriculum:

OSPI assumes that school districts would utilize the financial education resources currently offered free of charge on the OSPI financial education webpage. Total cost: \$0.00.

Section 3(3): Requires school districts to provide financial education instruction to all public school students in elementary and middle school grades, beginning in or before the 2026-27 school year. The instruction required must be provided no less than:

- Twice to students while they are in any of the grades of kindergarten through three;
- Twice to students while they are in grades four to five;
- Four times to students while they are in grades of six through eight, or grades six through nine if grade nine is not offered at an applicable high school.

The following is unknown:

- Total number of instruction hours required that must be provided to students at each grade level.
- Number of public elementary and middle schools that currently provide instruction in financial literacy.
- Number of school districts that would need to adopt new curriculum aligned to financial education learning standards.
- Number of public schools that would need to hire qualified financial educator(s).
- Number of school districts that would be able to satisfy the timeline for their elementary/middle schools for a 2026-27 school year implementation.

Elementary Staffing/Curriculum:

OSPI assumes that financial education will be provided within currently offered classroom schedules school districts would utilize the financial education resources currently offered free of charge on the OSPI financial education webpage. Total cost: \$0.00.

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.