

Multiple Agency Fiscal Note Summary

Bill Number: 6264 SB	Title: Competency-based education
-----------------------------	--

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	.4	217,000	217,000	217,000	.1	49,000	49,000	49,000	.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.											
Workforce Training and Education Coordinating Board	.1	46,000	46,000	46,000	.0	0	0	0	.0	0	0	0
University of Washington	.0	0	0	0	.0	0	0	0	.0	0	0	0
Washington State University	.0	0	0	0	.0	0	0	0	.0	0	0	0
Eastern Washington University	.0	0	0	0	.0	0	0	0	.0	0	0	0
Central Washington University	.0	0	0	0	.0	0	0	0	.0	0	0	0
The Evergreen State College	.0	0	0	0	.0	0	0	0	.0	0	0	0
Western Washington University	.0	0	0	0	.0	0	0	0	.0	0	0	0
Community and Technical College System	Fiscal note not available											
Total \$	0.5	263,000	263,000	263,000	0.1	49,000	49,000	49,000	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
Workforce Training and Education Coordinating Board	.0	0	0	.0	0	0	.0	0	0
University of Washington	.0	0	0	.0	0	0	.0	0	0
Washington State University	.0	0	0	.0	0	0	.0	0	0
Eastern Washington University	.0	0	0	.0	0	0	.0	0	0
Central Washington University	.0	0	0	.0	0	0	.0	0	0
The Evergreen State College	.0	0	0	.0	0	0	.0	0	0
Western Washington University	.0	0	0	.0	0	0	.0	0	0
Community and Technical College System	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: Preliminary 1/31/2024
---------------------------------	--------------------------	--

Individual State Agency Fiscal Note

Bill Number: 6264 SB	Title: Competency-based 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	0.9	0.4	0.1	0.0
Account					
General Fund-State 001-1	0	217,000	217,000	49,000	0
Total \$	0	217,000	217,000	49,000	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: Ben Omdal	Phone: 360-786-7442	Date: 01/23/2024
Agency Preparation: Tisha Kuhn	Phone: 360 725-6424	Date: 01/31/2024
Agency Approval: Amy Kollar	Phone: 360 725-6420	Date: 01/31/2024
OFM Review: Brian Fechter	Phone: (360) 688-4225	Date: 01/31/2024

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)

Provides definitions that apply throughout this chapter unless the context clearly requires otherwise for “competencies”, “competency-based education”, and “mastery-based learning”.

Section 2 (New Section)

Section 2(1): By September 1, 2024, requires the Office of Superintendent of Public Instruction (OSPI) to adopt rules to authorize full-time enrollment funding for students enrolled in competency-based education programs identified by the State Board of Education (SBE).

Section 2(1)(a)-(b): Informs that the competency-based education programs identified by SBE must be based on the following:

- School membership in the mastery-based learning collaborative established in section 502(2), chapter 334, Laws of 2021 or the school having a current waiver from credit-based graduation requirements granted by the SBE under RCW 28A.300.750 or the process developed by the SBE under section 3 of this act.

Section 2(2): Informs that rules adopted pursuant to this section must permit school districts to report full-time equivalent students in eligible competency-based education programs for general apportionment funding.

Section 3 (New Section)

Section 3(1):

- Requires SBE to develop and recommend a process to identify and designate schools and school districts that are implementing competency-based education and identify costs associated with this process.
- Requires OSPI to consult with SBE on how this designation can be displayed on the Washington state report card website.

Section 3(2):

- Requires OSPI, in consultation with SBE, to develop and recommend a process for OSPI to create competencies aligned with the state learning standards and identify costs associated with this process.
- Requires the process to incorporate relevant materials and guidance developed through the mastery-based learning collaborative established in section 502(2), chapter 334, Laws of 2021.
- Requires OSPI to submit the recommendations and associated costs developed in accordance with this subsection to SBE by December 1, 2025.

Section 3(3): Requires SBE to include recommendations and associated costs developed in accordance with this section in the report required by section 502(2), chapter 475, Laws of 2023 that is due December 31, 2025.

Section 4 (New Section)

Requires the Washington Interscholastic Activities Association to include in its rule adoption process a review of whether the rule would create any potential barriers related to students participating in competency-based education in order to ensure continued equitable access to interscholastic activities for those students.

Section 5 (Amended)

Section 5(1)(a): Language modified that requires OSPI, in consultation with four-year institutions, the State Board for Community and Technical Colleges, SBE, and the Workforce Training and Education Coordinating Board to develop and update a standardized high school transcript for use by all public school districts before the 2025-26 school year.

Section 5(2) renumbered to Section 5(1)(b).

Section 5(2): Language added requiring SBE, in consultation with four-year institutions, the State Board for Community and Technical Colleges, OSPI, and the Workforce Training and Education Coordinating Board to develop or adopt a format for a competency-based education high school transcript that can be used by all public school districts as an alternative to the standardized high school transcript developed under subsection (1) of this section.

Section 5(3): Language added requiring OSPI to inform public school districts of updates to the transcripts developed under this section.

Section 5(4): Language added informing that for the purposes of this section, “competency-based education” has the same meaning as in section 1 of this act.

Section 6 (New Section)

Informs that Sections 1 through 4 of this act constitute a new chapter in Title 28A RCW.

Section 7 (New Section)

Repeals RCW 28A.300.810 (Innovative learning pilot program) and 2020 c 353 s 2.

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 receipt impact anticipated.

II. C - Expenditures

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

OSPI Expenditure Impact:

Section 2 requires the Office of Superintendent of Public Instruction (OSPI) to adopt rules to authorize full-time enrollment funding for students enrolled in competency-based education programs identified by the State Board of Education (SBE).

Section 2 is indeterminate. The one-time cost for OSPI staff to develop rules is \$22,000 in FY25, however, the program established in this bill is not currently in existence and as such, OSPI is unable to reasonably predict current or future caseload forecasted enrollment.

Section 3(1) requires OSPI to consult with SBE on how this designation can be displayed on the Washington state report card website. OSPI assumes this requirement will be fulfilled by the staffing identified as a need in section 3(2).

Section 3(2) requires OSPI, in consultation with SBE, to develop and recommend a process for OSPI to create competencies aligned with the state learning standards and identify costs associated with this process and to submit the recommendations and associated costs developed in accordance with this subsection to SBE by December 1, 2025.

Staffing:

OSPI estimates that in order to consult with SBE, develop a process, create competencies, and submit the recommendations and costs by December 1, 2025, the work will need to engage OSPI staff currently leading the standards revision process, leadership from the Elementary Education program, leadership from the Secondary Education program, and leadership that has been engaged in the mastery-based learning collaborative. The cost for this staffing is estimated at \$32,000 in FY25 and \$22,000 in FY26.

Workgroups:

To meet the requirements of section 3, OSPI assumes the following amount of collaboration is needed:

- Twelve 4-hour virtual meetings, between July 2024 and May 2025.
- Five 8-hour virtual meetings between July and November 2025.

There is no additional costs to conduct the workgroups as the time and preparation is reflected in staffing costs above.

IT Costs:

OSPI assumes that any IT system costs that may be needed for establishing the new program will be identified with the recommendations and associated costs developed in accordance with this subsection.

Section 5(1)-(2) is an amended section that requires OSPI to consult with SBE, four-year institutions, the State Board for Community and Technical Colleges, and the Workforce Training and Education Coordinating Board on the following:

- Updating a standardized high school transcript for use by all public school districts before the 2025-26 school year.
- Assisting with the development or adoption of a format for a competency-based education high school transcript.

Staffing:

OSPI estimates that in order to meet the requirements of section 5, the following would be needed:

- .02 FTE of a Director's time to represent OSPI in the workgroup and provide necessary guidance to school districts.
- .02 FTE of a Program Supervisor's time to provide technical support to school districts for implementation.

The cost for this staffing is estimated at \$7,000 in FY25.

Workgroups:

To meet the requirements of section 5, OSPI assumes there is no additional costs to conduct the workgroups as the time and preparation is reflected in staffing costs above.

SBE Expenditure Impact:

Section 2 (New Section)

To implement section 2, SBE would identify competency-based education programs and provide this list to OSPI so that OSPI can authorize full-time enrollment funding for students enrolled in the identified programs. In FY25, this would be a straightforward identification based on school membership in the Mastery-Based Learning Collaborative or having a current waiver from credit-based graduation requirements. This would take minimal staff time and could be done within existing resources.

In future years, the process for identifying schools could be far more involved if the Legislature implements recommendations to be developed.

Section 3 (New Section)

To implement Section 3, SBE would:

- Develop and recommend a process to identify and designate schools and school districts that are implementing competency-based education and identify costs associated with this process. This would entail:
 - o Collecting input from schools that are currently implementing competency-based education.
 - o Consulting with national experts.
 - o Contracting with an external expert researcher on how to evaluate implementation of CBE components.

We envision the contracted work to include:

- Identifying and reviewing any existing state/district/vendor CBE credentialing processes
- Identifying and reviewing any existing CBE implementation rating tools

- Identifying lessons learned from existing efforts
- Developing report with findings and recommendations
- Revising report based on WA SBE feedback

The contracted work would not include development of evaluation tools that may be used in the recommended process.

- o Determining costs associated with the process recommendations
- Consult with OSPI on how this designation can be displayed on the Washington state report card website.
- Consult with OSPI on the development of a process to create competencies, incorporating materials and guidance developed through the Mastery-based Learning Collaborative.
- Incorporate recommendations and costs (for SBE's process to identify schools and for OSPI's process to create competencies) into a report to the Legislature
- o Report development includes briefing the board on considerations to various policy approaches at a board meeting and, based on direction to staff, preparing recommendations for a subsequent board meeting, for board review and approval of recommendations.

Section 3 SBE effort and cost:

Fiscal Year 2025:

0.2 FTE senior policy analyst

0.1 FTE director

\$30,000 contractor

Total for Section 3 in FY25: \$100,000

Fiscal Year 2026:

0.1 FTE director

Total for Section 3 in FY26: \$18,000

Section 5 (Amended)

To implement Section 5, SBE would:

- Consult with OSPI on the development and updating of the standardized high school transcript.
- In consultation with the public four-year institutions, SBCTC, OSPI, and WTB, develop or adopt a format for a competency-based high school transcript. This would entail:
 - o Conducting a policy scan and consulting with national experts
 - o Consulting with OSPI and postsecondary partners
 - o Collecting input from schools currently exploring competency-based transcripts regarding their hopes for a new state format for a competency-based transcript

Section 5 SBE effort and cost:

Fiscal Year 2025:

0.1 FTE senior policy analyst

0.2 FTE director

Total for Section 5 in FY25: \$56,000

Fiscal Year 2026

0.05 FTE director

Total for Section 5 in FY26: \$9,000

TOTAL SBE EFFORT AND COST BY FISCAL YEAR

Fiscal year 2025

Effort:

0.3 FTE senior policy analyst (\$93,000/year salary per FTE)

0.3 FTE director (\$104,000/year salary per FTE)

Cost:
 \$59,000 Object A (Salaries)
 \$19,000 Object B (Benefits)
 \$30,000 Object C (Contracts)
 \$42,000 Object E (Goods and Services)
 \$2,000 Object G (Travel)
 \$4,000 Object J (Equipment)
 \$156,000 Total

Object E (Goods and Services) includes \$16,000 that the Office of Superintendent of Public Instruction will charge as indirect for facilities and services plus \$16,000 indirect to cover SBE’s own administrative costs.

Fiscal Year 2026:
 Effort:
 0.15 FTE director (\$104,000/year salary per FTE)

Cost:
 \$15,000 Object A (Salaries)
 \$5,000 Object B (Benefits)
 \$7,000 Object E (Goods and Services)
 \$27,000 Total

Object E (Goods and Services) includes \$3,000 that the Office of Superintendent of Public Instruction will charge as indirect for facilities and services plus \$3,000 indirect to cover SBE’s own administrative costs.

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	217,000	217,000	49,000	0
Total \$			0	217,000	217,000	49,000	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		0.9	0.4	0.1	
A-Salaries and Wages		89,808	89,808	27,698	
B-Employee Benefits		42,493	42,493	12,948	
C-Professional Service Contracts		30,000	30,000		
E-Goods and Other Services		43,827	43,827	7,677	
G-Travel		3,827	3,827	677	
J-Capital Outlays		7,045	7,045		
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	0	217,000	217,000	49,000	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	52,620		0.0	0.0		
Assistant Superintendent	156,684		0.0	0.0	0.0	
Associate Director	97,806		0.0	0.0	0.0	
Director	126,800		0.1	0.1	0.0	
OSPI Program Supervisor	94,165		0.1	0.0		
Rules Coordinator	107,916		0.0	0.0		
SBE Director	104,000		0.3	0.2	0.1	
SBE Senior Policy Analyst	93,000		0.3	0.2		
Total FTEs			0.9	0.5	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.

Section 2 requires the Office of Superintendent of Public Instruction (OSPI) to adopt rules to authorize full-time enrollment funding for students enrolled in competency-based education programs identified by the State Board of Education (SBE).

Individual State Agency Fiscal Note

Bill Number: 6264 SB	Title: Competency-based education	Agency: 354-Workforce Training and Education Coordinating Board
-----------------------------	--	--

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	0.3	0.1	0.0	0.0
Account					
General Fund-State 001-1	0	46,000	46,000	0	0
Total \$	0	46,000	46,000	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: Ben Omdal	Phone: 360-786-7442	Date: 01/23/2024
Agency Preparation: Joe Wilcox	Phone: 360 709-4631	Date: 01/26/2024
Agency Approval: Nova Gattman	Phone: 360-709-4600	Date: 01/26/2024
OFM Review: Ramona Nabors	Phone: (360) 742-8948	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.

Sections 5 (1) adds new requirements for OSPI to update the previously developed standardized high school transcripts used by school districts. OSPI will update these transcripts in consultation with the Workforce Board, SBCTC, and SBE. This is to be completed prior to the 2025-26 school year.

Section 5 (2) adds a new section requiring SBE to develop new a new high school transcript for competency-based education that can be used by all public school districts as an alternative to the traditional standardized high school transcript. The Workforce Board is named to consult with SBE on the development of these transcripts along with other partners. This work is to be completed prior to the 2025-26 school year.

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.

n/a

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 Board would engage the Career Pathways Manager to support both the updating aspects of existing high school transcripts and the development of the new competency-based high school transcript at a one-time total of a 0.25 FTE for FY25.

The Board is assuming that the updating and development of these transcripts would take place from July 1, 2024 through June 30, 2025, to allow for sufficient time to complete the task and get the transcripts out to schools for participation in the 2025-26 school year.

Meetings are expected to be virtual or in person, local to Olympia area, no travel costs assumed. Staff are anticipating staffing hours to include time for preparation, monthly meetings, follow-up on work items, consultation with other work group stakeholders, contributing data and analysis, leveraging the Workforce Board's network to provide outreach to employers and workers, and supporting the updating and development of the transcripts.

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	46,000	46,000	0	0
Total \$			0	46,000	46,000	0	0

III. B - Expenditures by Object Or Purpose

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years		0.3	0.1		
A-Salaries and Wages		30,000	30,000		
B-Employee Benefits		7,000	7,000		
C-Professional Service Contracts					
E-Goods and Other Services		6,000	6,000		
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		3,000	3,000		
9-					
Total \$	0	46,000	46,000	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
Career Pathways Manager	118,450		0.3	0.1		
Total FTEs			0.3	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

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: 6264 SB	Title: Competency-based education	Agency: 360-University of Washington
-----------------------------	--	---

Part I: Estimates

☒ No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

NONE

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: Ben Omdal	Phone: 360-786-7442	Date: 01/23/2024
Agency Preparation: Lauren Hatchett	Phone: 2066167203	Date: 01/26/2024
Agency Approval: Michael Lantz	Phone: 2065437466	Date: 01/26/2024
OFM Review: Ramona Nabors	Phone: (360) 742-8948	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.

Senate Bill 6264 requires the State Board of Education, in consultation with state agencies listed in Section 5, to develop or adopt a format for a competency-based education (CBE) high school transcript that can be used by public school districts as an alternative to the standardized high school transcript.

Public institutions of higher education, like the University of Washington (UW), are listed among the state agencies that the State Board of Education would consult. There is no anticipated fiscal impact for the UW to participate in the development of CBE transcripts. It is unknown what costs the UW may incur with the adoption of a CBE transcript, but assuming that adoption and implementation among high schools is a gradual process, costs should be absorbed within existing resources.

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.

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.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

NONE

III. B - Expenditures by Object Or Purpose

NONE

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

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: 6264 SB	Title: Competency-based education	Agency: 365-Washington State University
-----------------------------	--	--

Part I: Estimates

☒ No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

NONE

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: Ben Omdal	Phone: 360-786-7442	Date: 01/23/2024
Agency Preparation: Brittney Gamez	Phone: 509-335-5406	Date: 01/26/2024
Agency Approval: Chris Jones	Phone: 509-335-9682	Date: 01/26/2024
OFM Review: Ramona Nabors	Phone: (360) 742-8948	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.

SB 6264 would require WSU to work with the State Board of Education to develop or adopt a format for a competency based high school transcript that can be used by all public school districts.

WSU does not expect a fiscal impact from this bill as any additional transcript review could be absorbed by existing staff who regularly process transcripts as part of their normal duties.

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.

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.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

NONE

III. B - Expenditures by Object Or Purpose

NONE

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

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: 6264 SB	Title: Competency-based education	Agency: 370-Eastern Washington University
-----------------------------	--	--

Part I: Estimates

☒ No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

NONE

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: Ben Omdal	Phone: 360-786-7442	Date: 01/23/2024
Agency Preparation: Keith Tyler	Phone: 509 359-2480	Date: 01/26/2024
Agency Approval: Tammy Felicijan	Phone: (509) 359-7364	Date: 01/26/2024
OFM Review: Ramona Nabors	Phone: (360) 742-8948	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 5 requires that (1) before the 2025-26 school year, OSPI must consult with four-year institutions among other agencies to develop and update a standardized high school transcript for use by public school districts, and (2) before the 2025-26 school year, OSPI must consult with four-year institutions among other agencies to develop a format for a competency-based education high school transcript as an alternative to the standardized transcript developed under (1).

EWU interprets that relevant to the university, this bill primarily forms a work group with OSPI in conjunction with four-year institutions and other relevant agencies to develop a standardized high school transcript format, as well as a format for a competency-based transcript as an alternative. EWU expects minimal costs associated with related participation with OSPI which will be absorbed within existing resources, therefore we anticipate no fiscal impact.

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.

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.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

NONE

III. B - Expenditures by Object Or Purpose

NONE

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

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: 6264 SB	Title: Competency-based education	Agency: 375-Central Washington University
-----------------------------	--	--

Part I: Estimates

☒ No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

NONE

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: Ben Omdal	Phone: 360-786-7442	Date: 01/23/2024
Agency Preparation: Alexa Orcutt	Phone: 5099632955	Date: 01/27/2024
Agency Approval: Lisa Plesha	Phone: (509) 963-1233	Date: 01/27/2024
OFM Review: Ramona Nabors	Phone: (360) 742-8948	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: Defines: (1) “Competencies” (2) “Competency-based education” and its various elements.

Section 2: By September 1, 2024 OSPI will adopt rules to authorize full-time enrollment funding for students enrolled in competency-based education programs identified by the state board of education.

Section 3: The state board of education will develop and recommend a process to identify/designate schools/school districts that are implementing competency-based education and identify costs. From the recommended process, OSPI will create competencies aligned with state learning standards and identify costs.

Section 4: To ensure equitable access to interscholastic activities for competency-based education students, the WIAA will review whether the rule would create any potential barriers.

Section 5: Amending RCW 28A.230.125 and 2019 c 252 s 111: (1) Adding “before the 2025-26 school year” and inserting “the state board of education”. (2) The state board of education will consult with four-year institutions, SBCTC, OSPI, and workforce training and education coordinating board to develop/adopt a format for a competency-based education HS transcript. (3) OSPI must inform PSDs of updates to the developed transcripts.

Section 6: Sections 1-4 of this act constitute a new chapter in Title 28A RCW.

Section 7: Would repeal the innovative learning pilot program (RCW 28A.300.810) and 2020 c 353 s 2.

Under the assumption that very few high schools would participate in competency-based education, CWU does not estimate any fiscal impact based on the language of this bill. If a multitude of high schools do participate, then there could be a fiscal impact.

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.

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.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

NONE

III. B - Expenditures by Object Or Purpose

NONE

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

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: 6264 SB	Title: Competency-based education	Agency: 376-The Evergreen State College
-----------------------------	--	--

Part I: Estimates

☒ **No Fiscal Impact**

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

NONE

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: Ben Omdal	Phone: 360-786-7442	Date: 01/23/2024
Agency Preparation: Daniel Ralph	Phone: 360-867-6500	Date: 01/26/2024
Agency Approval: Lisa Dawn-Fisher	Phone: 564-233-1577	Date: 01/26/2024
OFM Review: Ramona Nabors	Phone: (360) 742-8948	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.

SB 6264 relates to supporting the implementation of competency-based education.

Section 5(1) states that before the 2025-26 school year, OSPI, in consultation with the four-year institutions, SBCTC, and the workforce training and education board, shall develop and update a standardized high school transcript for use by all public-school districts.

Section 5(2) states the state board of education, in consultation with the four-year institutions, SBCTC, OSPI, and the workforce training and education coordinating board, shall develop or adopt a format for a competency-based education high school transcript as an alternative to the standardized transcript developed under subsection 1 of this section.

As written, SB 6264 does not create a fiscal impact for the college since the required consultation (section 5(1)) could most likely be managed within existing resources. However, if the bill becomes law and causes our admissions office to need to review and record student credentials via a new variant of the high school transcript (section 5(2)) this may require the reprogramming of our student records system to incorporate the new information and that would create a fiscal impact to the college. It is not possible to estimate these costs without knowing more about what changes would be necessary. Also, if the new transcript resulting from the work done under section 5(2) should result in an increase in the amount of narrative material in a transcript that must be reviewed, there would be an increase in staff time as this would cause an increase in workload for our credentials evaluators.

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.

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.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

NONE

III. B - Expenditures by Object Or Purpose

NONE

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

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: 6264 SB	Title: Competency-based education	Agency: 380-Western Washington University
-----------------------------	--	--

Part I: Estimates

☒ No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

NONE

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: Ben Omdal	Phone: 360-786-7442	Date: 01/23/2024
Agency Preparation: Gena Mikkelsen	Phone: 3606507412	Date: 01/25/2024
Agency Approval: Anna Hurst	Phone: 360-650-3569	Date: 01/25/2024
OFM Review: Ramona Nabors	Phone: (360) 742-8948	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.

Sections 1 -7:

The proposed legislation outlines definitions and regulations for competency-based education in K-12 settings, focusing on funding, designation, and transcript format. No explicit fiscal impacts on higher education are projected for our institution.

Our response to bill 6264 is based on the assumption that the fiscal note is focused on developing a state competency-based transcript, the cost is considered not significant enough for a fiscal note. However, if the bill extends to a scenario where the bill is enacted and a high percentage of Washington high schools adopt competency-based transcripts, the cost could be substantial and how we review transcripts will need to be updated. The difficulty in assessing the cost arises from unknown factors such as the format of the transcript and the number of schools opting for implementation.

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.

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.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

NONE

III. B - Expenditures by Object Or Purpose

NONE

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

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: 6264 SB	Title: Competency-based education	Agency: SDF-School District Fiscal Note - SPI
-----------------------------	--	--

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: Ben Omdal	Phone: 360-786-7442	Date: 01/23/2024
Agency Preparation: Tisha Kuhn	Phone: 360 725-6424	Date: 01/31/2024
Agency Approval: Amy Kollar	Phone: 360 725-6420	Date: 01/31/2024
OFM Review: Brian Fechter	Phone: (360) 688-4225	Date: 01/31/2024

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)

Provides definitions that apply throughout this chapter unless the context clearly requires otherwise for “competencies”, “competency-based education”, and “mastery-based learning”.

Section 2 (New Section)

Section 2(1): By September 1, 2024, requires the Office of Superintendent of Public Instruction (OSPI) to adopt rules to authorize full-time enrollment funding for students enrolled in competency-based education programs identified by the State Board of Education (SBE).

Section 2(1)(a)-(b): Informs that the competency-based education programs identified by SBE must be based on the following:

- School membership in the mastery-based learning collaborative established in section 502(2), chapter 334, Laws of 2021 or the school having a current waiver from credit-based graduation requirements granted by the SBE under RCW 28A.300.750 or the process developed by the SBE under section 3 of this act.

Section 2(2): Informs that rules adopted pursuant to this section must permit school districts to report full-time equivalent students in eligible competency-based education programs for general apportionment funding.

Section 3 (New Section)

Section 3(1):

- Requires SBE to develop and recommend a process to identify and designate schools and school districts that are implementing competency-based education and identify costs associated with this process.
- Requires OSPI to consult with SBE on how this designation can be displayed on the Washington state report card website.

Section 3(2):

- Requires OSPI, in consultation with SBE, to develop and recommend a process for OSPI to create competencies aligned with the state learning standards and identify costs associated with this process.
- Requires the process to incorporate relevant materials and guidance developed through the mastery-based learning collaborative established in section 502(2), chapter 334, Laws of 2021.
- Requires OSPI to submit the recommendations and associated costs developed in accordance with this subsection to SBE by December 1, 2025.

Section 4 (New Section)

Requires the Washington Interscholastic Activities Association to include in its rule adoption process a review of whether the rule would create any potential barriers related to students participating in competency-based education in order to ensure continued equitable access to interscholastic activities for those students.

Section 5 (Amended)

Section 1(5)(a): Language modified that requires OSPI, in consultation with four-year institutions, the State Board for Community and Technical Colleges, SBE, and the Workforce Training and Education Coordinating Board to develop and update a standardized high school transcript for use by all public school districts before the 2025-26 school year.

Section 5(2) renumbered to Section 5(1)(b).

Section 5(2): Language added requiring SBE, in consultation with four-year institutions, the State Board for Community and

Technical Colleges, OSPI, and the Workforce Training and Education Coordinating Board to develop or adopt a format for a competency-based education high school transcript that can be used by all public school districts as an alternative to the standardized high school transcript developed under subsection (1) of this section.

Section 5(3): Language added requiring OSPI to inform public school districts of updates to the transcripts developed under this section.

Section 5(4): Language added informing that for the purposes of this section, “competency-based education” has the same meaning as in section 1 of this act.

Section 6 (New Section)

Informs that Sections 1 through 4 of this act constitute a new chapter in Title 28A RCW.

Section 7 (New Section)

Informs that RCW 28A.300.810 (Innovative learning pilot program) and 2020 c 353 s 2 are each repealed.

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.

The cash receipts impact to school districts is indeterminate. The program established in this bill is not currently in existence and as such OSPI is unable to reasonably predict current or future caseload forecasted enrollment.

II. C - Expenditures

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

OSPI assumes local education agencies will expend all revenue received in full. As revenue is indeterminate, expenditures are also indeterminate (see state note for further details).

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.