Multiple Agency Fiscal Note Summary

Bill Number: 5849 S SB	**Title:** Computer science/graduation

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	.0	106,000	106,000	106,000	.0	14,000	14,000	14,000	.0	0	0	0
Superintendent of Public Instruction	In addition to the estimate above,there are additional indeterminate costs and/or savings. Please see individual fiscal note.											
Total $	**0.0**	**106,000**	**106,000**	**106,000**	**0.0**	**14,000**	**14,000**	**14,000**	**0.0**	**0**	**0**	**0**

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

Estimated Capital Budget Expenditures

Agency Name	2023-25			2025-27			2027-29		
	FTEs	Bonds	Total	FTEs	Bonds	Total	FTEs	Bonds	Total
Superintendent of Public Instruction	.0	0	0	.0	0	0	.0	0	0
Total $	**0.0**	**0**	**0**	**0.0**	**0**	**0**	**0.0**	**0**	**0**

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

Estimated Capital Budget Breakout

Prepared by: Brian Fechter, OFM	**Phone:** (360) 688-4225	**Date Published:** Final 2/ 3/2024

Individual State Agency Fiscal Note

Bill Number: 5849 S SB	Title: Computer science/graduation	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
Account					
General Fund-State 001-1	6,000	100,000	106,000	14,000	0
Total $	6,000	100,000	106,000	14,000	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:	Trevor Press	Phone: 360-786-7446	Date: 01/26/2024
Agency Preparation:	Cindy Jendryka-Wirkkala	Phone: 3607256292	Date: 02/02/2024
Agency Approval:	TJ Kelly	Phone: 360 725-6301	Date: 02/02/2024
OFM Review:	Brian Fechter	Phone: (360) 688-4225	Date: 02/03/2024

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.

Changes in SSB 5849 compared to SB 5849

Section 1 (New Section)
Section 1 (1)(b): Language added to clarify the demonstrations of competency outlined in this subsection are for the purposes of Section (1)(a)(iii). Language added requiring that any of the options used to demonstrate competency must include evidence that the student meets or exceeds the computer science state learning standards.

Section 2 (New Section)
Section 2(1): Language added informing that in the development of the state learning standards and supporting documents for grades nine through 12, OSPI must identify the standards considered to be foundational for graduation purposes as established in section 1.

Section 2(2): Language added requiring the state board of education to collect information from school districts about computer science courses and learning opportunities already offered in their districts, how they currently assess or plan to assess competency of the computer science state learning standards, and what the districts may need to ensure students are ready for the graduation requirement. The data collection required may be conducted concurrently with other oversight and monitoring activities conducted by the state board of education. A summary of the information collected must be reported to the legislature by October 31, 2025. The report must include recommendations on what actions legislature could take to assist school districts in meeting the needs identified by school districts, including whether exploring options to increase the number of educators endorsed to teach computer science is necessary.

Section 2(3): Informs that this section expires on July 1, 2026.

Summary of SSB 5849

Section 1 (New Section)
Section 1(1)(a):
- Beginning with the 2029 graduating class, all students will be required to show competency in the high school learning standards related to computer science in order to graduate from high school.
- Allows for students to demonstrate their computer science competency graduation requirement by any of the following:
  - Completion of a stand-alone computer science course aligned to the state learning standards;
  - Completion of a different subject matter course where the state computer science learning standards are embedded with other learning standards;
  - Demonstrating competency of the foundational skills established in the computer science state learning standards.

Section 1(1)(b): Language added to clarify the demonstrations of competency outlined in this subsection are for the purposes of Section (1)(a)(iii). Indicates that the demonstration of competencies could include completion of a competency examination as established in RCW 28A.230.300 or any of the options allowed by the rules adopted by the State Board of Education (SBE) under RCW 28A.230.090 that address mastery-based crediting. Language added requiring that any of the options used to demonstrate competency must include evidence that the student meets or exceeds the computer science state learning standards.

Section 1(1)(c): Informs that consideration of seat time or instructional hours is not required to demonstrate competency for purposes of this section.

Section 1(1)(d): Allows for students to present multiple types of evidence for the demonstration of competency.

Section 1(2): Allows for students in grade 12 who have not been able to show computer science competency because of previous residence outside the state may have the requirement in this section waived by their principal.

Section 1(3): Informs that nothing in this section increases the number of high school credits required for graduation as established by SBE.

Section 2 (New Section)
Section 2(1): Requires the Office of Superintendent of Public Instruction (OSPI) to do the following:
- Initiate a review and update of the state computer science learning standards for students in grades kindergarten through 12.
- Review computer science learning standards adopted by other states and consult with nonprofit organizations that have demonstrated expertise in assisting states in developing computer science learning standards.
- In the development of the state learning standards and supporting documents for grades nine through 12, OSPI must identify the standards considered to be foundational for graduation purposes as established in section 1.
- OSPI must identify the standards considered to be foundational for graduation purposes as established in section 1 when developing the state learning standards and supporting documents for grades nine through 12.

Section 2(2): The state board of education must collect information from school districts about computer science courses and learning opportunities already offered in their districts, how they currently assess or plan to assess competency of the computer science state learning standards, and what the districts may need to ensure students are ready for the graduation requirement. The data collection required may be conducted concurrently with other oversight and monitoring activities conducted by the state board of education. A summary of the information collected must be reported to the legislature by October 31, 2025. The report must include recommendations on what actions legislature could take to assist school districts in meeting the needs identified, including whether exploring options to increase the number of educators endorsed to teach computer science is necessary.

Section 2(3): Informs that this section expires on July 1, 2026.

Section 3 (Amended)
Section 3(2)(a):
- Language striking reference to “goal four”.
- Language added requiring OSPI to the extent possible integrate technology literacy and fluency from goal three into the state learning standards.

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.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION (OSPI) EXPENDITURES

Section 1 has an indeterminate cost impact.
Section 1(1)(a):
- Beginning with the 2029 graduating class, all students will be required to show competency in the high school learning standards related to computer science in order to graduate from high school.

- Allows for students to demonstrate their computer science competency graduation requirement by any of the following:
  - o Completion of a stand-alone computer science course aligned to the state learning standards;
  - o Completion of a different subject matter course where the state computer science learning standards are embedded with other learning standards;
  - o Demonstrating competency of the foundational skills established in the computer science state learning standards.

OSPI does not have a way to determine how most students will meet this graduation requirement of the three options provided. For estimating purposes OSPI assumes all students will complete a stand-alone computer science course. There are 634 high schools in Washington, and 355 (56%) do not offer a computer science course. OSPI estimates districts would need to hire 355 secondary teachers statewide to meet the need, at a cost of $43,676,715 (355 teachers x $123,033 per teacher = $43,676,715).

Districts would also need to purchase laptops for classroom use. OSPI estimates 30 laptops per course offering. OSPI assumes, at minimum, one course offering per high school, for a total cost of $21,300,000 (30 laptops x $2,000 x 355 course offerings = $21,300,000).

There are a variety of curriculum platforms available at no cost. OSPI assumes school districts would use these free resources, resulting in no additional cost.

Section 2 (New Section)
Section 2(1): Requires the Office of Superintendent of Public Instruction (OSPI) to do the following:
- Initiate a review and update of the state computer science learning standards for students in grades kindergarten through 12.
- Review computer science learning standards adopted by other states and consult with nonprofit organizations that have demonstrated expertise in assisting states in developing computer science learning standards.

Section 3(2)(a)
Technology literacy and fluency from goal three of RCW 28A.150.210 must now be incorporated into the computer science learning standards.

OSPI is required to periodically review and update the state's learning standards. The requirements of Section 2 and 3 fall within this existing work and does not result in a cost to OSPI.

STATE BOARD OF EDUACTION (SBE) EXPENDITURES

SECTION 1

Section 1 would involve an update of rules to reflect the new graduation requirement and related communications to the field. Updating rules includes:
- developing draft proposed rules. Due to the nature of the change (the first competency-based graduation requirement the state has had), before staff could draft rules, staff would need to meet with school staff regarding considerations that need to be kept in mind for these rules for a requirement of this nature.
- 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
- 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. Meetings with school staff for feedback on draft guidance and implementation questions would be necessary before issuing initial guidance.

SBE would contract with external experts on competency-based learning to develop, in consultation with partners, sample competency assessment(s) or rubric(s) and proficiency targets.

Section 1 fiscal year 2025 SBE Effort and Cost: 0.2 FTE policy analyst, $50,000 contract, $86,000 total cost

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

SECTION 2

To implement this section, we assume we would incorporate the required data collection into existing basic education compliance reporting. The report would be based on information from the Summer/Fall 2024 collection on school districts' plans for the 2024-25 school year. If the data are finalized and cleaned in time, we would also include preliminary data from the Summer/Fall 2025 collection on school districts' plans for the 2025-26 school year. The work includes:

- Developing a set of questions to collect the required information, and incorporating the new questions into the basic education compliance reporting tool
- Developing and sharing instructions and guidance with school districts on completing the new set of questions
- Providing technical assistance as needed throughout the data collection window
- Processing and analyzing the data
- Writing a report that includes a summary of the findings along with recommendations

o Report development includes briefing the board on findings and potential recommendations at a board meeting and, based on direction to staff, revising recommendations for a subsequent board meeting, for board review and approval of recommendations.

Section 2 fiscal year 2024 SBE effort and cost: 0.05 FTE program manager, $6,000 total cost
Section 2 fiscal year 2025 SBE effort and cost: 0.1 FTE program manager, $14,000 total cost
Section 2 fiscal year 2026 SBE effort and cost: 0.1 FTE program manager, $14,000 total cost

TOTAL SBE EFFORT AND COST ACROSS ALL SECTIONS

Fiscal Year 2024
Effort: 0.05 FTE program manager @ $84,000/FTE
Cost:
$4,000 Object A Salaries
$1,000 Object B Benefits
$1,000 Object E Goods and Services
$6,000 Total cost

Object E includes indirect administrative costs ($500 paid by SBE to the Office of Superintendent of Public Instruction plus $500 to cover SBE's own administrative costs related to bill implementation.)

Fiscal Year 2025
Effort: 0.2 FTE policy analyst @ $90,000/FTE and 0.1 FTE program manager @$84,000/FTE
Cost:
$26,000 Object A Salaries
$9,000 Object B Benefits
$50,000 Object C Contracts
$15,000 Object E Goods and Services

$100,000 Total cost

Object E includes indirect administrative costs ($7,500 paid by SBE to the Office of Superintendent of Public Instruction plus $7,500 to cover SBE's own administrative costs related to bill implementation.)

Fiscal Year 2026
Effort: 0.1 FTE program manager @$84,000/FTE
Cost:
$8,000 Object A Salaries
$3,000 Object B Benefits
$3,000 Object E Goods and Services
$14,000 Total cost

Object E includes indirect administrative costs ($1,500 paid by SBE to the Office of Superintendent of Public Instruction plus $1,500 to cover SBE's own administrative costs related to bill implementation.)

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	6,000	100,000	106,000	14,000	0
		Total $	6,000	100,000	106,000	14,000	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					
A-Salaries and Wages	4,000	26,000	30,000	8,000	
B-Employee Benefits	1,000	9,000	10,000	3,000	
C-Professional Service Contracts		50,000	50,000		
E-Goods and Other Services	1,000	15,000	16,000	3,000	
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 $	6,000	100,000	106,000	14,000	0

In addition to the estimates above, there are additional indeterminate costs 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.

STATE BOARD OF EDUCATION (SBE) RULE MAKING

The Board would have to update its rules on graduation requirements to reflect the new graduation requirement established in Section 1.

SSB 5849 OSPI Impact Summary

	Section	Bill Requirement Summary	Description	FY24	FY25	FY26	FY27	FY28	FY29
Indeterminate Costs	Section 1	Beginning with the 2029 graduating class, all students will be required to show competency in the high school learning standards related to computer science in order to graduate from high school.	OSPI assumes all students will complete a stand-alone course. There are 634 high schools in Washington, and 355 (56%) do not offer a computer science course. OSPI estimates districts would need to hire 355 secondary teachers statewide to meet the need, at a cost of $43,676,715 (355 teachers x $123,033 per teacher = $43,676,715).	$ -	$43,676,715	$43,676,715	$43,676,715	$43,676,715	$43,676,715
			Districts would also need to purchase laptops for classroom use. OSPI estimates 30 laptops per course offering. OSPI assumes, at minimum, one course offering per high school, for a total cost of $21,300,000 (30 laptops x $2,000 x 355 course offerings = $21,300,000).	$ -	$21,300,000	$21,300,000	$21,300,000	$21,300,000	$21,300,000
			OSPI assumes school districts would use free curriculum resources, resulting in no additional cost.	$ -	$ -	$ -	$ -	$ -	$ -
			Total Estimated Cost	**$ -**	**$ 64,976,715**	**$ 64,976,715**	**$ 64,976,715**	**$ 64,976,715**	**$ 64,976,715**

Individual State Agency Fiscal Note

Bill Number: 5849 S SB	Title: Computer science/graduation	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:	Trevor Press	Phone: 360-786-7446	Date: 01/26/2024
Agency Preparation:	Cindy Jendryka-Wirkkala	Phone: 3607256292	Date: 02/02/2024
Agency Approval:	TJ Kelly	Phone: (360) 725-6301	Date: 02/02/2024
OFM Review:	Brian Fechter	Phone: (360) 688-4225	Date: 02/03/2024

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.

Changes in SSB 5849 compared to SB 5849

Section 1 (New Section)
Section 1 (1)(b): Language added to clarify the demonstrations of competency outlined in this subsection are for the purposes of Section (1)(a)(iii). Language added requiring that any of the options used to demonstrate competency must include evidence that the student meets or exceeds the computer science state learning standards.
Section 2 (New Section)
Section 2(1): Language added informing that in the development of the state learning standards and supporting documents for grades nine through 12, OSPI must identify the standards considered to be foundational for graduation purposes as established in section 1.

Section 2(2): Language added requiring the state board of education to collect information from school districts about computer science courses and learning opportunities already offered in their districts, how they currently assess or plan to assess competency of the computer science state learning standards, and what the districts may need to ensure students are ready for the graduation requirement. The data collection required may be conducted concurrently with other oversight and monitoring activities conducted by the state board of education. A summary of the information collected must be reported to the legislature by October 31, 2025. The report must include recommendations on what actions legislature could take to assist school districts in meeting the needs identified by school districts, including whether exploring options to increase the number of educators endorsed to teach computer science is necessary.

Section 2(3): Informs that this section expires on July 1, 2026.

Summary of SSB 5849

Section 1 (New Section)
Section 1(1)(a):
- Beginning with the 2029 graduating class, all students will be required to show competency in the high school learning standards related to computer science in order to graduate from high school.
- Allows for students to demonstrate their computer science competency graduation requirement by any of the following:
  - Completion of a stand-alone computer science course aligned to the state learning standards;
  - Completion of a different subject matter course where the state computer science learning standards are embedded with other learning standards;
  - Demonstrating competency of the foundational skills established in the computer science state learning standards.

Section 1(1)(b): Language added to clarify the demonstrations of competency outlined in this subsection are for the purposes of Section (1)(a)(iii). Indicates that the demonstration of competencies could include completion of a competency examination as established in RCW 28A.230.300 or any of the options allowed by the rules adopted by the State Board of Education (SBE) under RCW 28A.230.090 that address mastery-based crediting. Language added requiring that any of the options used to demonstrate competency must include evidence that the student meets or exceeds the computer science state learning standards.

Section 1(1)(c): Informs that consideration of seat time or instructional hours is not required to demonstrate competency for purposes of this section.

Section 1(1)(d): Allows for students to present multiple types of evidence for the demonstration of competency.

Section 1(2): Allows for students in grade 12 who have not been able to show computer science competency because of previous residence outside the state may have the requirement in this section waived by their principal.

Section 1(3): Informs that nothing in this section increases the number of high school credits required for graduation as established by SBE.

Section 2 (New Section)
Section 2(1): Requires the Office of Superintendent of Public Instruction (OSPI) to do the following:
- Initiate a review and update of the state computer science learning standards for students in grades kindergarten through 12.
- Review computer science learning standards adopted by other states and consult with nonprofit organizations that have demonstrated expertise in assisting states in developing computer science learning standards.
- In the development of the state learning standards and supporting documents for grades nine through 12, OSPI must identify the standards considered to be foundational for graduation purposes as established in section 1.
- OSPI must identify the standards considered to be foundational for graduation purposes as established in section 1 when developing the state learning standards and supporting documents for grades nine through 12.

Section 2(2): The state board of education must collect information from school districts about computer science courses and learning opportunities already offered in their districts, how they currently assess or plan to assess competency of the computer science state learning standards, and what the districts may need to ensure students are ready for the graduation requirement. The data collection required may be conducted concurrently with other oversight and monitoring activities conducted by the state board of education. A summary of the information collected must be reported to the legislature by October 31, 2025. The report must include recommendations on what actions legislature could take to assist school districts in meeting the needs identified, including whether exploring options to increase the number of educators endorsed to teach computer science is necessary.

Section 2(3): Informs that this section expires on July 1, 2026.

Section 3 (Amended)
Section 3(2)(a):
- Language striking reference to “goal four”.
- Language added requiring OSPI to the extent possible integrate technology literacy and fluency from goal three into the state learning standards.

II. B - Cash receipts Impact

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

Section 1 (New Section)
The cash receipt impact for section 1 is indeterminate.
Beginning with the 2029 graduating class, all students will be required to show competency in the high school learning standards related to computer science in order to graduate from high school.

OSPI does not have a way to determine how most students will meet this graduation requirement of the three options provided. For estimating purposes OSPI assumes all students will complete a stand-alone computer science course. There are 634 high schools in Washington, and 355 (56%) do not offer a computer science course. OSPI estimates districts would need to hire 355 secondary teachers statewide to meet the need, at an impact of $43,676,715 (355 teachers x $123,033 per teacher = $43,676,715).

Districts would also need to purchase laptops for classroom use. OSPI estimates 30 laptops per course offering. OSPI assumes, at minimum, one course offering per high school, for a total impact of $21,300,000 (30 laptops x $2,000 x 355 course offerings = $21,300,000).

There are a variety of curriculum platforms available at no cost. OSPI assumes school districts would use these free resources, resulting in no additional cost.

The total estimated cash receipt impact for section 1 could be $64,976,715.

II. C - Expenditures

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

Section 1 has an indeterminate cost impact.
Section 1(1):
Beginning with the 2029 graduating class, all students will be required to show competency in the high school learning standards related to computer science in order to graduate from high school.

OSPI does not have a way to determine how most students will meet this graduation requirement of the three options provided. For estimating purposes OSPI assumes all students will complete a stand-alone computer science course. There are 634 high schools in Washington, and 355 (56%) do not offer a computer science course. OSPI estimates districts would need to hire 355 secondary teachers statewide to meet the need, at a cost of $43,676,715 (355 teachers x $123,033 per teacher = $43,676,715).

Districts would also need to purchase laptops for classroom use. OSPI estimates 30 laptops per course offering. OSPI assumes, at minimum, one course offering per high school, for a total cost of $21,300,000 (30 laptops x $2,000 x 355 course offerings = $21,300,000).

There are a variety of curriculum platforms available at no cost. OSPI assumes school districts would use these free resources, resulting in no additional cost.

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.