

Multiple Agency Fiscal Note Summary

Bill Number: 2239 HB	Title: Social-emotional instruction
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Estimated Cash Receipts

NONE

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

Estimated Operating Expenditures

Agency Name	2023-25				2025-27				2027-29			
	FTEs	GF-State	NGF-Outlook	Total	FTEs	GF-State	NGF-Outlook	Total	FTEs	GF-State	NGF-Outlook	Total
Washington State Health Care Authority	.0	0	0	0	.0	0	0	0	.0	0	0	0
Superintendent of Public Instruction	1.2	278,000	278,000	278,000	2.3	516,000	516,000	516,000	2.3	516,000	516,000	516,000
Superintendent of Public Instruction	In addition to the estimate above, there are additional indeterminate costs and/or savings. Please see individual fiscal note.											
Total \$	1.2	278,000	278,000	278,000	2.3	516,000	516,000	516,000	2.3	516,000	516,000	516,000

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

Estimated Capital Budget Expenditures

Agency Name	2023-25			2025-27			2027-29		
	FTEs	Bonds	Total	FTEs	Bonds	Total	FTEs	Bonds	Total
Washington State Health Care Authority	.0	0	0	.0	0	0	.0	0	0
Superintendent of Public Instruction	.0	0	0	.0	0	0	.0	0	0
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 2/21/2024
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Individual State Agency Fiscal Note

Bill Number: 2239 HB	Title: Social-emotional instruction	Agency: 107-Washington State Health Care Authority
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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: Megan Wargacki	Phone: 360-786-7194	Date: 01/17/2024
Agency Preparation: Sue Eckroth	Phone: 360-725-1899	Date: 02/16/2024
Agency Approval: Cliff Hicks	Phone: 360-725-0875	Date: 02/16/2024
OFM Review: Arnel Blancas	Phone: (360) 000-0000	Date: 02/21/2024

Part II: Narrative Explanation

II. A - Brief Description Of What The Measure Does That Has Fiscal Impact

Significant provisions of the bill and any related workload or policy assumptions that have revenue or expenditure impact on the responding agency by section number.

See attached narrative.

II. B - Cash receipts Impact

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

See attached narrative.

II. C - Expenditures

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

See attached narrative.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

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.

HCA Fiscal Note

Bill Number: **2239 HB**

HCA Request #: 24-070 Revised Title: **Social-Emotional Instruction**

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.

HCA Fiscal Note

Bill Number: **2239 HB**

HCA Request #: 24-070 Revised Title: **Social-Emotional Instruction**

Part II: Narrative Explanation

II. A - Brief Description Of What The Measure Does That Has Fiscal Impact

Significant provisions of the bill and any related workload or policy assumptions that have revenue or expenditure impact on the responding agency by section number.

An act relating to supporting student well-being through instruction in social-emotional skills.

This bill:

- Encourages school districts and public schools to provide instruction on skills that promote social, emotional, behavioral, and mental health and wellness.
- Directs, subject to appropriation, the Office of the Superintendent of Public Instruction (OSPI) to annually distribute funding to support this instruction and to submit an outcomes report.

Section 4 (1) requires OSPI to work with state agencies to assist schools in implementing youth suicide prevention activities, which includes requirement for OSPI to work with prevention experts in the Division of Behavioral Health and Recovery (DBHR) in the Washington State Health Care Authority (HCA).

II. B - Cash Receipts Impact

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

NONE

II. C - Expenditures

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

NONE

Part III: Expenditure Detail

III. A - Operating Budget Expenditure

No fiscal impact. Passage of this bill would not create a fiscal impact for HCA since the requirements of this bill can be absorbed using existing resources.

Section 4 requires OSPI to coordinate with HCA DBHR prevention experts on social-emotional instruction.

It is expected that HCA will play a critical role in projects that seek to review, develop, and evaluate behavioral health education materials and activities in schools, such as those needed under 2SHB 2239 to provide suicide prevention education and activities, as well as socio-emotional coping and regulation skills. HCA has expertise in evaluating existing behavioral health school-based programs.

III. B - Expenditures by Object Or Purpose

NONE

HCA Fiscal Note

Bill Number: **2239 HB**

HCA Request #: 24-070 Revised Title: **Social-Emotional Instruction**

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.

NONE

Individual State Agency Fiscal Note

Revised

Bill Number: 2239 HB	Title: Social-emotional instruction	Agency: 350-Superintendent of Public Instruction
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Part I: Estimates

No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years	0.0	2.3	1.2	2.3	2.3
Account					
General Fund-State 001-1	0	278,000	278,000	516,000	516,000
Total \$	0	278,000	278,000	516,000	516,000

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

Estimated Capital Budget Impact:

NONE

The cash receipts and expenditure estimates on this page represent the most likely fiscal impact. Factors impacting the precision of these estimates, and alternate ranges (if appropriate), are explained in Part II.

Check applicable boxes and follow corresponding instructions:

- If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note form Parts I-V.
- If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).
- Capital budget impact, complete Part IV.
- Requires new rule making, complete Part V.

Legislative Contact: Megan Wargacki	Phone: 360-786-7194	Date: 01/17/2024
Agency Preparation: Jami Marcott	Phone: (360) 725-6230	Date: 02/02/2024
Agency Approval: TJ Kelly	Phone: 360 725-6301	Date: 02/02/2024
OFM Review: Brian Fechter	Phone: (360) 688-4225	Date: 02/02/2024

Part II: Narrative Explanation

II. A - Brief Description Of What The Measure Does That Has Fiscal Impact

Significant provisions of the bill and any related workload or policy assumptions that have revenue or expenditure impact on the responding agency by section number.

Section 1 New

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

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

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

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

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

Section 2 New

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

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

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

Section 3 New

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

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

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

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

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

act, including the SEL curriculum recommendations.

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

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

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

(7) This section expires July 1, 2030.

Section 4

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

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

II. B - Cash receipts Impact

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

No impact to cash receipts.

II. C - Expenditures

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

Section 2 New

Public schools are encouraged to provide SEL consistent with learning standards and benchmarks adopted by OSPI. It is recommended that curriculum be research-based or evidence-based, developmentally appropriate, linguistically responsive, culturally sustaining, and promotes and supports student learning, mental health, and well-being. OSPI will incur staff costs to support districts should they choose to provide SEL in their schools. OSPI estimates 0.05 FTE Program Supervisor will be needed at a cost of \$9,000 in FY25 and \$8,000 annually thereafter.

Section 3 New

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

(2) OSPI must prioritize funding first to the highest poverty schools that are not currently providing this instruction and then schools in communities identified as highest risk.

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

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

The cost for this section is indeterminate as it is subject to appropriation. Should the grant program be funded, OSPI assumes a competitive grant in which funding would support 10% of the school districts, charter schools, or state-tribal compact schools with the highest need. OSPI estimates 30 grantees, funded at \$50,000 per award for a total of \$1,500,000 per in FY25-29.

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

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

(7). This section expires July 1, 2030.

Section 4

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

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

- 0.1 FTE Director, \$21,000 in FY25 and \$20,000 in FY26-30
- 1.05 FTE Program Supervisor, \$175,000 in FY25 and \$163,000 in FY26-30
- 0.6 FTE Administrative Assistant 3, \$67,000 in FY25 and \$61,000 in FY26-30
- 0.1 FTE iGrants Administrator, \$15,000 in FY25 and \$14,000 in FY26-30

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

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

Account	Account Title	Type	FY 2024	FY 2025	2023-25	2025-27	2027-29
001-1	General Fund	State	0	278,000	278,000	516,000	516,000
Total \$			0	278,000	278,000	516,000	516,000

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

III. B - Expenditures by Object Or Purpose

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years		2.3	1.2	2.3	2.3
A-Salaries and Wages		150,520	150,520	301,040	301,040
B-Employee Benefits		81,570	81,570	164,876	164,876
C-Professional Service Contracts					
E-Goods and Other Services		12,521	12,521	25,042	25,042
G-Travel		12,521	12,521	25,042	25,042
J-Capital Outlays		20,868	20,868		
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	0	278,000	278,000	516,000	516,000

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

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

Job Classification	Salary	FY 2024	FY 2025	2023-25	2025-27	2027-29
Administrative Assistant 3	52,620		0.5	0.3	0.5	0.5
Director	120,640		0.2	0.1	0.2	0.2
iGrants Administrator	80,112		0.1	0.1	0.1	0.1
Program Supervisor	94,165		1.5	0.8	1.5	1.5
Total FTEs			2.3	1.2	2.3	2.3

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: 2239 HB	Title: Social-emotional instruction	Agency: SDF-School District Fiscal Note - SPI
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Part I: Estimates

No Fiscal Impact

Estimated Cash Receipts to:

Non-zero but indeterminate cost and/or savings. Please see discussion.

Estimated Operating Expenditures from:

Non-zero but indeterminate cost and/or savings. Please see discussion.

Estimated Capital Budget Impact:

NONE

The cash receipts and expenditure estimates on this page represent the most likely fiscal impact. Factors impacting the precision of these estimates, and alternate ranges (if appropriate), are explained in Part II.

Check applicable boxes and follow corresponding instructions:

- If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note form Parts I-V.
- If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).
- Capital budget impact, complete Part IV.
- Requires new rule making, complete Part V.

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

Part II: Narrative Explanation

II. A - Brief Description Of What The Measure Does That Has Fiscal Impact

Significant provisions of the bill and any related workload or policy assumptions that have revenue or expenditure impact on the responding agency by section number.

Section 1 New

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

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

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

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

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

Section 2 New

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

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

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

Section 3 New

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

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

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

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

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

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

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

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

(7) This section expires July 1, 2030.

Section 4

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

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

II. B - Cash receipts Impact

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

Section 3 New

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

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

II. C - Expenditures

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

Section 3 New

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

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

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

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

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

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

SEL instruction.

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

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

Non-zero but indeterminate cost and/or savings. Please see discussion.

III. B - Expenditures by Object Or Purpose

Non-zero but indeterminate cost and/or savings. Please see discussion.

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

NONE

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

Acquisition and construction costs not reflected elsewhere on the fiscal note and description of potential financing methods.

NONE

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

NONE

There is no impact to the Capital Budget.

Part V: New Rule Making Required

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