

Multiple Agency Fiscal Note Summary

Bill Number: 5327 SB	Title: Learning standards
-----------------------------	----------------------------------

Estimated Cash Receipts

NONE

Estimated Operating Expenditures

Agency Name	2025-27				2027-29				2029-31			
	FTEs	GF-State	NGF-Outlook	Total	FTEs	GF-State	NGF-Outlook	Total	FTEs	GF-State	NGF-Outlook	Total
Superintendent of Public Instruction	.5	297,350	297,350	297,350	.0	0	0	0	.0	0	0	0
Total \$	0.5	297,350	297,350	297,350	0.0	0	0	0	0.0	0	0	0

Agency Name	2025-27			2027-29			2029-31		
	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	2025-27			2027-29			2029-31		
	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	2025-27			2027-29			2029-31		
	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: Val Terre, OFM	Phone: (360) 280-3073	Date Published: Final 1/29/2025
------------------------------------	---------------------------------	---

Individual State Agency Fiscal Note

Bill Number: 5327 SB	Title: Learning standards	Agency: 350-Superintendent of Public Instruction
-----------------------------	----------------------------------	---

Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

	FY 2026	FY 2027	2025-27	2027-29	2029-31
FTE Staff Years	0.7	0.3	0.5	0.0	0.0
Account					
General Fund-State 001-1	232,350	65,000	297,350	0	0
Total \$	232,350	65,000	297,350	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: Elena Becker	Phone: 360-786-7493	Date: 01/20/2025
Agency Preparation: Tisha Kuhn	Phone: 360 725-6424	Date: 01/27/2025
Agency Approval: Mike Woods	Phone: 360 725-6283	Date: 01/27/2025
OFM Review: Val Terre	Phone: (360) 280-3073	Date: 01/28/2025

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 1(1): Requires the State Board of Education (SBE) to adjust recommendations to ensure students have adequate opportunity to demonstrate competency of the foundational skills established in the high school computer science state learning standards.

Section 1(2): Requires SBE to do the following when developing the recommendations:

- Consult with students, parents and legal guardians, educators, K-12 education partners, postsecondary partners, employers, and community members.
- Consider how to incorporate the competencies described in subsection (1) of this section into the framework of graduation requirements, including consideration of credit options and competency-based options.

Section 1(3): Requires SBE to report its recommendations to the governor and the education committees of the legislature by December 31, 2026.

Section 1(4): Informs this section expires on August 1, 2027.

Section 2 (New)

Section 2(1): Requires the Office of Superintendent of Public Instruction (OSPI) to do the following:

1. Review and update the state computer science learning standards for grades kindergarten through 12.
2. Review computer science learning standards adopted by other states and consult with nonprofit organizations that have a demonstrated expertise in assisting states in developing computer science learning standards.
3. Identify any standards considered to be foundational for graduation purposes as established in section 1 of this act for grades nine through 12.

Section 2(2):

Requires SBE to collect the following information from school districts:

1. The courses and other learning opportunities currently offered in computer science for high school students in their district.
2. How the district already assesses or plans to assess competency of the computer science state learning standards.
3. What the district may need to implement SBE's recommendations established under section 1 of this act.

Requires SBE to report a summary of the information collected by the school districts to the legislature by December 31, 2025 to include recommendations on what actions the legislature could take to assist school districts in meeting the needs identified by school districts, including whether exploring options for increasing the number of educators endorsed to teach computer science is necessary.

Section 2(3): Informs this section expires August 1, 2027.

Section 3 (Amended)

Section 3(2)(a): Revises language to require OSPI, to the maximum extent possible, to include goal three into the state learning standards. Strikes language regarding integrating knowledge and skill areas in other goals.

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.

OSPI Fiscal Impact:

Section 1(2)(a): Requires SBE to consult with K-12 education partners when developing recommendation adjustments necessary to ensure that students have adequate opportunity to demonstrate competency of the foundational skills established in the high school computer science state learning standards.

- There is no fiscal impact anticipated to meet the requirements of section 1(2)(a). As part of the normal operation of duties, OSPI and SBE currently collaborate to ensure that students have adequate opportunity to demonstrate competency of the foundational skills established in state learning standards.

Section 2(1): Requires OSPI to do the following:

1. Review and update the state computer science learning standards for grades kindergarten through 12.
2. Review computer science learning standards adopted by other states and consult with nonprofit organizations that have a demonstrated expertise in assisting states in developing computer science learning standards.
3. Identify any standards considered to be foundational for graduation purposes as established in section 1 of this act for grades nine through 12.

To implement the requirements outlined in section 2(1), OSPI assumes the following is needed:

- One (1) .03 FTE Associate Director to lead the screening for bias content review process as required by RCW 28A.655.070. OSPI estimates the cost to be \$6,000 in FY26 and \$1,000 in FY27.
- One (1) .06 FTE Program Supervisor to lead the review and revision of the computer science learning standards and the identifications of foundational standards. OSPI estimates the cost to be \$11,000 in FY26 and \$1,000 in FY27.
- Contract to consult with nonprofit/educator review and feedback groups to inform revisions, including consultation with applicable commissions and organizations as required by RCW 28A.655.070. OSPI estimates the cost of the contracted services to be \$33,210 in FY26.
- Contract for translation services of all learning standards documents into the top 10 languages of Washington State. OSPI estimates the cost of the contracted services to be \$22,140 in FY26.

Section 3(2)(a): Revises language to require OSPI, to the maximum extent possible, to include goal three into the state learning standards. Strikes language regarding integrating knowledge and skill areas in other goals.

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

SBE Expenditure Impact:

The Board is currently engaged in a periodic review of the graduation requirements and the current bill draft aligns with the Board's timeline for this work. As a result, this fiscal note reflects some efficiency through alignment with our broader review and engagement work. In addition, the fiscal note assumes that the data collection required in section (2) would be incorporated into our annual basic education compliance monitoring and reporting process and the other required report, in section (1), would be incorporated into a planned report and recommendations related to our periodic review of the graduation requirements.

SECTION 1

Section 1 would require the SBE to consult with state agencies and other statewide organizations and partners, as well as with families, students, and community members. While consulting with state-level organizations is part of SBE's regular business, recent legislation and guidance to state agencies have raised expectations for authentic engagement with families, students, and community members, necessitating additional resources. In alignment with guidance from the Office of Equity

and the principles of the Nothing About Us Without Us Act, SBE has already committed to compensating students, families, and other community members who share their lived experiences and needed changes to the graduation requirements as part of our periodic review of the graduation requirements. In addition, we plan to cover the costs of transportation, childcare, language access, and accessibility accommodations to remove participation barriers. SBE also plans to host feedback and listening session events, which will include costs for facility rentals, food, materials, and related expenses. While the currently planned efforts will broadly address possible changes to the graduation requirements, the explicit focus on high school computer science state learning standards outlined in the bill would require additional more targeted conversations with community members and other parties. The marginal cost of this additional effort is reflected in the costs presented below.

Implementing Section 1 would require the following personnel:

Fiscal year 2026: 0.2 FTE Community Engagement Coordinator, 0.2 FTE Director, \$28,000 contractor.

Fiscal year 2027: 0.1 FTE Community Engagement Coordinator, 0.15 FTE Director, \$14,000 contractor.

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 2025 collection on school districts' plans for the 2025-26 school year. The work includes:

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

Implementing Section 2 would require the following personnel:

Fiscal year 2026: 0.25 FTE director.

SBE FISCAL YEAR 2026 (ONE-TIME)

Effort:

0.2 FTE Community Engagement Coordinator (\$85,000 salary per FTE);

0.45 FTE Director (\$122,000 salary per FTE)

Estimated Cost:

\$72,000 Object A Salaries

\$22,000 Object B Employee Benefits

\$28,000 Object C Contracts

\$35,000 Object E Goods and Services

\$1,000 Object G Travel

\$2,000 Object J Equipment

\$160,000 Total

Object C includes community engagement contracting necessary to implement Section 1(2), including logistics and stipends for students, families, and other community members participating in this work. Object E includes indirect administrative costs (\$16,000 paid by SBE to the Office of Superintendent of Public Instruction for administrative services OSPI provides to SBE, plus \$15,000 to cover SBE's own administrative costs related to bill implementation.)

SBE FISCAL YEAR 2027 (One-Time)

Effort:

0.1 FTE Community Engagement Coordinator (\$85,000 salary per FTE);

0.15 FTE Director (\$122,000 salary per FTE)

Estimated Cost:

\$27,000 Object A Salaries

\$8,000 Object B Employee Benefits

\$14,000 Object C Contracts

\$14,000 Object E Goods and Services

\$63,000 Total

Object C includes community engagement contracting necessary to implement Section 1(2), including the cost of logistics and stipends for students, families, and other community members participating in this work. Object E includes indirect administrative costs (\$6,000 paid by SBE to the Office of Superintendent of Public Instruction for administrative services OSPI provides to SBE, plus \$6,000 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 2026	FY 2027	2025-27	2027-29	2029-31
001-1	General Fund	State	232,350	65,000	297,350	0	0
Total \$			232,350	65,000	297,350	0	0

III. B - Expenditures by Object Or Purpose

	FY 2026	FY 2027	2025-27	2027-29	2029-31
FTE Staff Years	0.7	0.3	0.5		
A-Salaries and Wages	81,533	28,041	109,574		
B-Employee Benefits	27,185	8,826	36,011		
C-Professional Service Contracts	83,350	14,000	97,350		
E-Goods and Other Services	35,623	14,067	49,690		
G-Travel	1,622	66	1,688		
J-Capital Outlays	3,037		3,037		
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	232,350	65,000	297,350	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 2026	FY 2027	2025-27	2027-29	2029-31
Associate Director	111,240	0.0	0.0	0.0		
Program Supervisor	96,990	0.1	0.0	0.0		
SBE Community Engagement Coordinator	85,000	0.2	0.1	0.2		
SBE Director	122,000	0.5	0.2	0.3		
Total FTEs		0.7	0.3	0.5		0.0

III. D - Expenditures By Program (optional)

Program	FY 2026	FY 2027	2025-27	2027-29	2029-31
State Office Administration (010)	72,350	2,000	74,350		
State Board of Education (01X)	160,000	63,000	223,000		
Total \$	232,350	65,000	297,350		

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.

Individual State Agency Fiscal Note

Bill Number: 5327 SB	Title: Learning standards	Agency: SDF-School District Fiscal Note - SPI
-----------------------------	----------------------------------	--

Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

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

Estimated Capital Budget Impact:

NONE

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

Check applicable boxes and follow corresponding instructions:

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

Legislative Contact: Elena Becker	Phone: 360-786-7493	Date: 01/20/2025
Agency Preparation: Tisha Kuhn	Phone: 360 725-6424	Date: 01/27/2025
Agency Approval: Mike Woods	Phone: (360) 725-6283	Date: 01/27/2025
OFM Review: Val Terre	Phone: (360) 280-3073	Date: 01/28/2025

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 1(1): Requires the State Board of Education (SBE) to adjust recommendations to ensure students have adequate opportunity to demonstrate competency of the foundational skills established in the high school computer science state learning standards.

Section 1(2): Requires SBE to do the following when developing the recommendations:

- Consult with students, parents and legal guardians, educators, K-12 education partners, postsecondary partners, employers, and community members.
- Consider how to incorporate the competencies described in subsection (1) of this section into the framework of graduation requirements, including consideration of credit options and competency-based options.

Section 1(3): Requires SBE to report its recommendations to the governor and the education committees of the legislature by December 31, 2026.

Section 1(4): Informs this section expires on August 1, 2027.

Section 2 (New)

Section 2(1): Requires the Office of Superintendent of Public Instruction (OSPI) to do the following:

1. Review and update the state computer science learning standards for grades kindergarten through 12.
2. Review computer science learning standards adopted by other states and consult with nonprofit organizations that have a demonstrated expertise in assisting states in developing computer science learning standards.
3. Identify any standards considered to be foundational for graduation purposes as established in section 1 of this act for grades nine through 12.

Section 2(2):

Requires SBE to collect the following information from school districts:

1. The courses and other learning opportunities currently offered in computer science for high school students in their district.
2. How the district already assesses or plans to assess competency of the computer science state learning standards.
3. What the district may need to implement SBE's recommendations established under section 1 of this act.

Requires SBE to report a summary of the information collected by the school districts to the legislature by December 31, 2025 to include recommendations on what actions the legislature could take to assist school districts in meeting the needs identified by school districts, including whether exploring options for increasing the number of educators endorsed to teach computer science is necessary.

Section 2(3): Informs this section expires August 1, 2027.

Section 3 (Amended)

Section 3(2)(a): Revises language to require OSPI, to the maximum extent possible, to include goal three into the state learning standards. Strikes language regarding integrating knowledge and skill areas in other goals.

II. B - Cash receipts Impact

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

No cash receipts impact anticipated.

II. C - Expenditures

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

The school district fiscal impact is indeterminate.

Section 1 requires SBE to review potential changes to graduation requirements and recommend adjustments necessary to ensure that students have an adequate opportunity to demonstrate competency of the foundational skills established in the high school computer science state learning standards. In doing so, SBE is required to consult with students, parents and legal guardians, educators, K-12 education partners, postsecondary partners, employers, and community members.

It is unknown how SBE will seek feedback from school districts, the level of involvement that will be requested when developing the recommendations, or the number of school districts that information will be requested from.

Section 2 requires SBE to collect the following information from school districts:

- 1. The courses and other learning opportunities currently offered in computer science for high school students in their district.
- 2. How the district already assesses or plans to assess competency of the computer science state learning standards.
- 3. What the district may need to implement SBE’s recommendations established under section 1 of this act.

SBE may collect the information concurrently with other oversight and monitoring activities resulting in a minimal fiscal impact to school districts.

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

Part V: New Rule Making Required

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