

Multiple Agency Fiscal Note Summary

Bill Number: 1332 E 2S HB	Title: Tribes/K-12 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
Superintendent of Public Instruction	2.4	854,000	854,000	854,000	4.6	1,230,000	1,230,000	1,230,000	4.0	756,000	756,000	756,000
Superintendent of Public Instruction	In addition to the estimate above, there are additional indeterminate costs and/or savings. Please see individual fiscal note.											
Total \$	2.4	854,000	854,000	854,000	4.6	1,230,000	1,230,000	1,230,000	4.0	756,000	756,000	756,000

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
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 2/20/2024
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Individual State Agency Fiscal Note

Bill Number: 1332 E 2S HB	Title: Tribes/K-12 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	4.7	2.4	4.6	4.0
Account					
General Fund-State 001-1	0	854,000	854,000	1,230,000	756,000
Total \$	0	854,000	854,000	1,230,000	756,000

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: Ben Omdal	Phone: 360-786-7442	Date: 02/09/2024
Agency Preparation: Tisha Kuhn	Phone: 360 725-6424	Date: 02/19/2024
Agency Approval: Amy Kollar	Phone: 360 725-6420	Date: 02/19/2024
OFM Review: Brian Fechter	Phone: (360) 688-4225	Date: 02/19/2024

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 (Amended):

Section 1(2)(h): For reports issued in 2024 through 2027, adds additional requirements on what to include in the report to the Governor, Legislature, and the Office of Indian Affairs regarding the state of Indian education and the implementation of all state laws regarding Indian education.

Section 2 (Amended):

Section 2(1)(a):

- Strikes reference to when a school district board of directors review or adopts its social studies curriculum.
- Adds language that requires school districts to incorporate a tribal sovereignty curriculum developed and made available free of charge by OSPI into their social studies curriculum by September 1, 2024.
- Language added requiring instruction provided in accordance with this subsection (1) (a) must be incorporated into all classes teaching United States history, United States government, or civics in grades 9-12, and also provided no less than once to students while they are in any grades of kindergarten through three, once to students while they are in grades four or five, and twice to students while they are in any of the grades six through eight.

Section 2(1)(b):

- Strikes “curricula” and replaces it with “materials”.
- Language added that requires school districts to incorporate materials about the history, culture, and government of the nearest federally recognized Indian tribe or tribes, including federally recognized Indian tribes whose traditional lands and territories included parts of Washington state, but who now reside in the state of Oregon, Idaho, and British Columbia by September 1, 2026.
- Language added requiring school districts to consult with the nearest federally recognized Indian tribe or tribes on strategies and practices for effectively implementing this subsection (1) (b) before incorporating the required materials into their social studies curricula.

Section 2(1)(c):

- Was previously 2(1)(b)

Section 2(2): Clarifies reference to “they” as “school districts”. Language added to ensure that school districts consult and collaborate with any federally recognized Indian tribes whose traditional lands and territories included parts of Washington state, but who now reside in the state of Oregon, Idaho, and British Columbia.

Section 2(3)(a): Language added requiring school districts to collaborate with the Office of Native Education (ONE) within the Office of Superintendent of Public Instruction (OSPI).

Section 2(3)(b):

- Strikes language referencing the previous program name within OSPI.
- Language added requiring ONE to assist school districts in identifying federally recognized Indian tribes whose traditional lands and territories included parts of Washington state, but who now reside in the state of Oregon, Idaho, and British Columbia and collaborate with tribes that may have unique consultation challenges under this section.

Section 2(4):

- Subject to the availability of amounts appropriated for this specific purpose, requires OSPI to administer grants to school districts and federally recognized Indian tribes in the state of Washington for implementing the requirements in subsections (1) and (2) of this section for the 2024-25 and 2025-26 school years.
- In implementing this section, requires OSPI to establish limits on the percentage of grant funds that a recipient may retain

for administrative purposes.

Section 3 (New):

Beginning in the 2024-25 school year, requires the State Board of Education (SBE), in coordination with ONE, to implement a system of annual monitoring and evaluations of school district compliance with RCW 28A.320.170(1). The monitoring and evaluations, may be conducted concurrently with other oversight and monitoring conducted by SBE, must include collected information for each school district about:

- Collaborations with the nearest federally recognized Indian tribes;
- The grade levels in which the curriculum is taught;
- The courses for which credit may be awarded and the number of students enrolled in, and having received credit for, those courses during the preceding school year;
- Summaries of the curriculum implementation process; and
- The availability and implementation of applicable professional development.

Section 3(6): Beginning in 2025 and concluding in 2028, requires SBE in accordance with RCW 43.01.036 to annually provide a report to the education committees of the legislature that summarizes school district compliance with RCW 28A.320.170(1).

Section 3(7): Informs that this section expires September 1, 2028.

Section 4 (New):

Section added informing that if specific funding for the purposes of this act, referencing this act by bill or chapter number, is not provided by June 30, 2024, in the omnibus appropriations act, then the act is null and void.

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 Expenditure Impact:

This bill requires ONE to implement a system of annual monitoring and evaluations of school district compliance with RCW 28A.320.170(1) and requires school districts to incorporate a tribal sovereignty curriculum into their social studies curricula by September 1, 2024 and will ascertain the efficacy in the implementation of required curriculum identified through collaboration and consultation between school districts and the closest federally recognized Tribe(s).

To accomplish this work, OSPI assumes the following:

Staffing:

- 1.0 FTE Program Supervisor's time to coordinate with SBE in implementing a system of annual monitoring and evaluations of district compliance with RCW 28A.320.170(1), completion of the annual report, cross-collaborate with the ONE Program Specialists to provide technical support to tribes that may have unique consultation difficulties, provide technical assistance to school districts, and administer grants to school districts (if funding is appropriated). OSPI estimates the cost associated with this work would be \$167,000 in FY25, \$156,000 in FY26-FY28, and \$32,000 in FY29.

- 1.0 FTE Program Specialist's time working in collaboration with Eastern Washington school districts and federally recognized Indian tribes to provide localized since time immemorial (STI) trainings, assistance in the development of district specific professional development of STI curriculum integration, provide technical support, and conduct site visits. In

addition, the Program Specialist will cross-collaborate with the ONE Program Supervisor to ensure consistent messaging and implementation of statewide efforts and implementation tracking. OSPI estimates the cost associated with this work would be \$141,000 in FY25, \$129,000 in FY26-FY28, and \$26,000 in FY29.

- 1.0 FTE Program Specialist's time working in collaboration with Western Washington school districts and federally recognized Indian tribes to provide localized since time immemorial (STI) trainings, assistance in the development of district specific professional development of STI curriculum integration, provide technical support, and conduct site visits. In addition, the Program Specialist will cross-collaborate with the ONE Program Supervisor to ensure consistent messaging and implementation of statewide efforts and implementation tracking. OSPI estimates the cost associated with this work would be \$141,000 in FY25, \$129,000 in FY26-FY28, and \$26,000 in FY29.

- 0.25 FTE Assistant Director's time to provide direction and oversight to the Program Supervisor on the coordination with SBE in implementing a system of annual monitoring and evaluations of district compliance with RCW 28A.320.170(1), completion of the annual report, cross-collaborate with the ONE Program Specialists to provide technical support to tribes that may have unique consultation difficulties, provide technical assistance to school districts, and administer grants to school districts (if funding is appropriated). OSPI estimates the cost associated with this work would be \$48,000 in FY25, \$45,000 in FY26-FY28, and \$9,000 in FY29.

- 0.25 FTE Administrative Program Specialist 2's time to support the ONE program the implementation, monitoring, and evaluation of tribal sovereignty curriculum, assist the program with the grants to schools (if funding is appropriated), and any collaboration efforts between ONE, school districts, and the federally recognized Indian tribes. OSPI estimates the cost associated with this work would be \$40,000 in FY25, \$37,000 in FY26-FY28, and \$8,000 in FY29.

- 1.0 FTE Administrative Assistant 3's time to support the ONE program with the implementation, monitoring, and evaluation of tribal sovereignty curriculum and any collaboration efforts between ONE, school districts, and the federally recognized Indian tribes. OSPI estimates the cost associated with this work would be \$110,000 in FY25, \$99,000 in FY26-FY28, and \$20,000 in FY29.

Curriculum Development:

Section 2(1)(a) adds language that by September 1, 2024, school districts are required to incorporate a tribal sovereignty curriculum developed and made available free of charge by OSPI into their social studies curriculum. OSPI presently offers Since Time Immemorial tribal sovereignty curriculum to school districts free of charge, therefore OSPI estimates no fiscal impact anticipated.

Contracts:

OSPI estimates the need to contract with a videographer to create videos that clarify the procedure, monitoring and evaluation of consultations and collaborations between school districts and federally recognized Indian tribes and required curricula. The video will provide guidance for a new report beginning in 2025, of consultations and collaborations between school districts and federally recognized Indian tribes on the implementation of required curriculum and with input from the office of Native education, share best practices in working with Tribes and Tribal Communities. OSPI estimates the cost associated with this work would be \$169,000.

Grants:

Section 2(4) of this bill indicated that subject to the availability of amounts appropriated for this specific purpose, in 2024-25 and 2025-26 OSPI shall administer grants to school districts implementing the requirements in subsection (1) and (2).

The expenditure impact is indeterminate. Should the legislature choose to provide funding, OSPI estimates \$250,000 in FY25 and \$250,000 in FY26 to provide non-competitive grant funds to the following:

- Five (5) State-Tribal Education Compact Schools to develop and share best practices.
- Five (5) Non State-Tribal Education Compact Schools districts to pilot implementation and evaluation of Since Time Immemorial tribal sovereignty curriculum and tribal consultation/collaboration.

SBE Expenditure Impact:

To implement Section 3, the State Board of Education (SBE) would collect data and summarize results in a report to the legislature each year. We assume that we will submit the report by December 31 of each year from 2025 through 2028. In addition, we assume that the data collection and reporting will each be incorporated into existing processes as allowed in the bill. We further assume that “evaluation” means statistical reporting and summary of the data collected for compliance monitoring. Though Section 3 expires on September 1, 2028, SBE would nonetheless submit a report by December 31, because September 1 is too early to complete data collection and analysis for the 2028 report. SBE will coordinate this work with the Office of Native Education (ONE).

Specific activities include:

1. Coordination with ONE
2. Develop data collection approach
3. Collect data
4. Analyze data
5. Provide technical support, such as the development and periodic revision of guidance to support implementation of the data collection
6. Conduct data collection-related communications
7. Report annually to the legislature by December 31 of each year from 2025 through 2028
 - a. Develop draft report
 - b. Present the report to ONE, other stakeholders, and the board for feedback
 - c. Finalize the report to reflect feedback

This work would require the following annual staff effort and related expenditures:

Fiscal Year 2025

Effort:

0.2 FTE policy analyst (annual salary \$90,000 per FTE)

Fiscal year 2025:

Cost:

Object A (Salaries) = \$18,000

Object B (Benefits) = \$6,000

Object E (Goods and Services) = \$7,000

TOTAL: \$31,000

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

Fiscal years 2026 through 2029:

Effort:

0.1 FTE policy analyst (annual salary \$90,000 per FTE)

Cost:

Object A (Salaries) = \$9,000

Object B (Benefits) = \$3,000

Object E (Goods and Services) = \$4,000

TOTAL: \$16,000

Object E Goods and Services includes an estimate of \$2,000 that the Office of Superintendent of Public Instruction will charge SBE as indirect for facilities and services, plus \$2,000 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	854,000	854,000	1,230,000	756,000
Total \$			0	854,000	854,000	1,230,000	756,000

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		4.7	2.4	4.6	4.0
A-Salaries and Wages		362,055	362,055	706,110	430,866
B-Employee Benefits		197,273	197,273	386,066	236,040
C-Professional Service Contracts		169,000	169,000		
E-Goods and Other Services		37,456	37,456	68,912	44,547
G-Travel		37,456	37,456	68,912	44,547
J-Capital Outlays		50,760	50,760		
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	0	854,000	854,000	1,230,000	756,000

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
OSPI Administrative Assistant 3	51,384		1.0	0.5	1.0	1.0
OSPI Administrative Program Specialist 2	88,416			0.3	0.3	0.2
OSPI Assistant Director	110,601		0.3	0.1	0.3	0.2
OSPI Program Specialist	74,376		2.0	1.0	2.0	2.0
OSPI Program Supervisor	94,165		1.0	0.5	1.0	0.6
SBE Policy Analyst	90,000		0.2	0.1	0.1	0.1
Total FTEs			4.7	2.4	4.6	4.0

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.

Individual State Agency Fiscal Note

Bill Number: 1332 E 2S HB	Title: Tribes/K-12 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: Ben Omdal	Phone: 360-786-7442	Date: 02/09/2024
Agency Preparation: Tisha Kuhn	Phone: 360 725-6424	Date: 02/20/2024
Agency Approval: Amy Kollar	Phone: 360 725-6420	Date: 02/20/2024
OFM Review: Brian Fechter	Phone: (360) 688-4225	Date: 02/20/2024

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 (Amended):

Section 1(2)(h): For reports issued in 2024 through 2027, adds additional requirements on what to include in the report to the Governor, Legislature, and the Office of Indian Affairs regarding the state of Indian education and the implementation of all state laws regarding Indian education.

Section 2 (Amended):

Section 2(1)(a):

- Strikes reference to when a school district board of directors review or adopts its social studies curriculum.
- Adds language that requires school districts to incorporate a tribal sovereignty curriculum developed and made available free of charge by OSPI into their social studies curriculum by September 1, 2024.
- Language added requiring instruction provided in accordance with this subsection (1) (a) must be incorporated into all classes teaching United States history, United States government, or civics in grades 9-12, and also provided no less than once to students while they are in any grades of kindergarten through three, once to students while they are in grades four or five, and twice to students while they are in any of the grades six through eight.

Section 2(1)(b):

- Strikes “curricula” and replaces it with “materials”.
- Language added that requires school districts to incorporate materials about the history, culture, and government of the nearest federally recognized Indian tribe or tribes, including federally recognized Indian tribes whose traditional lands and territories included parts of Washington state, but who now reside in the state of Oregon, Idaho, and British Columbia by September 1, 2026.
- Language added requiring school districts to consult with the nearest federally recognized Indian tribe or tribes on strategies and practices for effectively implementing this subsection (1) (b) before incorporating the required materials into their social studies curricula.

Section 2(1)(c):

- Was previously 2(1)(b)

Section 2(2): Clarifies reference to “they” as “school districts”. Language added to ensure that school districts consult and collaborate with any federally recognized Indian tribes whose traditional lands and territories included parts of Washington state, but who now reside in the state of Oregon, Idaho, and British Columbia.

Section 2(3)(a): Language added requiring school districts to collaborate with the Office of Native Education (ONE) within the Office of Superintendent of Public Instruction (OSPI).

Section 2(3)(b):

- Strikes language referencing the previous program name within OSPI.
- Language added requiring ONE to assist school districts in identifying federally recognized Indian tribes whose traditional lands and territories included parts of Washington state, but who now reside in the state of Oregon, Idaho, and British Columbia and collaborate with tribes that may have unique consultation challenges under this section.

Section 2(4):

- Subject to the availability of amounts appropriated for this specific purpose, requires OSPI to administer grants to school districts and federally recognized Indian tribes in the state of Washington for implementing the requirements in subsections (1) and (2) of this section for the 2024-25 and 2025-26 school years.
- In implementing this section, requires OSPI to establish limits on the percentage of grant funds that a recipient may retain

for administrative purposes.

Section 3 (New):

Beginning in the 2024-25 school year, requires the State Board of Education (SBE), in coordination with ONE, to implement a system of annual monitoring and evaluations of school district compliance with RCW 28A.320.170(1). The monitoring and evaluations, may be conducted concurrently with other oversight and monitoring conducted by SBE, must include collected information for each school district about:

- Collaborations with the nearest federally recognized Indian tribes;
- The grade levels in which the curriculum is taught;
- The courses for which credit may be awarded and the number of students enrolled in, and having received credit for, those courses during the preceding school year;
- Summaries of the curriculum implementation process; and
- The availability and implementation of applicable professional development.

Section 3(6): Beginning in 2025 and concluding in 2028, requires SBE in accordance with RCW 43.01.036 to annually provide a report to the education committees of the legislature that summarizes school district compliance with RCW 28A.320.170(1).

Section 3(7): Informs that this section expires September 1, 2028.

Section 4 (New):

Section added informing that if specific funding for the purposes of this act, referencing this act by bill or chapter number, is not provided by June 30, 2024, in the omnibus appropriations act, then the act is null and void.

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 2(4) of this bill indicated that subject to the availability of amounts appropriated for this specific purpose, in 2024-25 and 2025-26 OSPI shall administer grants to school districts implementing the requirements in subsection (1) and (2).

The cash receipts impact is indeterminate. Should the legislature choose to provide funding, OSPI estimates \$250,000 in FY25 and \$250,000 in FY26 to provide non-competitive grant funds to the following:

- Five (5) State-Tribal Education Compact Schools to develop and share best practices.
- Five (5) Non State-Tribal Education Compact Schools districts to pilot implementation and evaluation of Since Time Immemorial tribal sovereignty curriculum and tribal consultation/collaboration.

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(1)(a) of this bill requires the following:

1. School districts to incorporate curriculum developed and made available free of charge by OSPI by September 1, 2024. There is no school district expenditure impact anticipated for incorporating the curriculum made available by OSPI.
2. Instruction provided in accordance with this subsection (1) (a) be incorporated into all classes teaching United States history, United States government, or civics in grades 9-12, and also provided once to students while they are in any of the grades of kindergarten through three, once to students while they are in grades four or five, and twice to students while they are in any of the grades six through eight. The school district fiscal impact is indeterminate. It is unknown how many school districts currently have incorporated tribal sovereignty curriculum into their current instruction. School districts may need to provide professional development training to any teacher with limited knowledge of the required source material. It is unknown if school districts will embed the professional development within their current in-person professional

development schedule or add additional professional development days.

Section 2(1)(b) of this bill requires school districts to consult with their nearest federally recognized Indian tribe or tribes for the purposes of discussing strategies and practices for effectively implementing materials into their social studies curricula. There is no school district expenditure impact anticipated since current law requires school districts to conduct regularly scheduled reviews and revisions of their social studies and history curricula they are required to collaborate with any federally recognized Indian tribe within their district to expand and improve curricular materials about Indian tribes.

Section 2(4) of this bill indicated that subject to the availability of amounts appropriated for this specific purpose, in 2024-25 and 2025-26 OSPI shall administer grants to school districts implementing the requirements in subsection (1) and (2).

The expenditure impact is indeterminate. Should the legislature choose to provide funding, OSPI estimates \$250,000 in FY25 and \$250,000 in FY26 to provide non-competitive grant funds to the following:

- Five (5) State-Tribal Education Compact Schools to develop and share best practices.
- Five (5) Non State-Tribal Education Compact Schools districts to pilot implementation and evaluation of Since Time Immemorial tribal sovereignty curriculum and tribal consultation/collaboration.

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.