

Multiple Agency Fiscal Note Summary

Bill Number: 6012 SB	Title: Teacher preparation programs
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Estimated Cash Receipts

NONE

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	1.0	319,000	319,000	319,000	2.0	596,000	596,000	596,000	2.0	598,000	598,000	598,000
Superintendent of Public Instruction	In addition to the estimate above, there are additional indeterminate costs and/or savings. Please see individual fiscal note.											
University of Washington	Non-zero but indeterminate cost and/or savings. Please see discussion.											
Washington State University	.0	0	0	0	.0	0	0	0	.0	0	0	0
Eastern Washington University	.1	24,000	24,000	24,000	.1	24,000	24,000	24,000	.1	24,000	24,000	24,000
Central Washington University	.0	23,691	23,691	23,691	.0	23,691	23,691	23,691	.0	23,691	23,691	23,691
The Evergreen State College	.0	4,412	4,412	4,412	.0	0	0	0	.0	4,412	4,412	4,412
Western Washington University	.1	24,000	24,000	24,000	.1	24,000	24,000	24,000	.1	24,000	24,000	24,000
Community and Technical College System	.0	44,000	44,000	44,000	.0	44,000	44,000	44,000	.0	44,000	44,000	44,000
Total \$	1.2	439,103	439,103	439,103	2.2	711,691	711,691	711,691	2.2	718,103	718,103	718,103

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
University of Washington	.0	0	0	.0	0	0	.0	0	0
Washington State University	.0	0	0	.0	0	0	.0	0	0
Eastern Washington University	.0	0	0	.0	0	0	.0	0	0
Central Washington University	.0	0	0	.0	0	0	.0	0	0
The Evergreen State College	.0	0	0	.0	0	0	.0	0	0
Western Washington University	.0	0	0	.0	0	0	.0	0	0
Community and Technical College System	.0	0	0	.0	0	0	.0	0	0
Total \$	0.0	0	0	0.0	0	0	0.0	0	0

Estimated Capital Budget Breakout

Prepared by: Brian Fechter, OFM	Phone: (360) 688-4225	Date Published: Final 2/23/2024
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Individual State Agency Fiscal Note

Bill Number: 6012 SB	Title: Teacher preparation programs	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	2.0	1.0	2.0	2.0
Account					
General Fund-State 001-1	0	319,000	319,000	596,000	598,000
Total \$	0	319,000	319,000	596,000	598,000

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: 01/15/2024
Agency Preparation: Tisha Kuhn	Phone: 360 725-6424	Date: 01/20/2024
Agency Approval: Amy Kollar	Phone: 360 725-6420	Date: 01/20/2024
OFM Review: Brian Fechter	Phone: (360) 688-4225	Date: 01/21/2024

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.

Section 1 (New Section)

Section 1(1): Requires the Professional Educator Standards Board (PESB) to do the following:

- Develop and facilitate an ongoing and collaborative process to help programs in Washington state respond to the continuously changing needs of the modern classroom;
- Provide a feedback loop between school staff and programs; and
- Promote continuity, consistency, and coherence across the teacher preparation system regarding implementing new and existing standards.
- Requires that the process meet the requirements of the section.

Section 1(2): Requires PESB, in collaboration with the Office of Superintendent of Public Instruction (OSPI), and the State Board of Education (SBE) to develop a list of changes to the educational system in statute and rule during the last 10 years that might require pedagogical changes in programs by August 1, 2024.

Section 1(3)(a):

- Requires PESB to convene a group of educators, including principals and teachers, to identify what programs must be provided to candidates to prepare them for the modern classroom by October 1, 2024.
- Requires the group to review the list developed in subsection 1(2) of this section to help meet this requirement.

Section 1(3)(b): Requires the group of educators include a variety of representatives from different subject matter areas including, but not limited to, any shortage areas, different grade levels, rural and urban school districts, large and small school districts, schools participating in the mastery-based learning collaborative, schools implementing inclusionary practices to support students with disabilities, and educators of color.

Section 1(3)(c):

- Requires PESB to compile a summary of the findings from the group of educators by March 1, 2025.
- Allows for members of the legislature to review the summary upon request.

Section 1(4)(a):

- Requires PESB to convene a group representing the programs at institutions of higher education by January 1, 2025.
- Requires the group to review the list developed in subsection (2) of this section and the summary compiled under subsection (3)(c) of this section.

Section 1(4)(b):

- Requires each program to perform a gap analysis of their program.
- Requires PESB to determine the components of the gap analysis in accordance with subsection (6)(b)(i) of this section.
- Requires each program to submit the gap analysis and an action plan to PESB by December 1, 2025.

Section 1(4)(c): Subject to the availability of amounts appropriated for this specific purpose, allows PESB to administer one-time grants to institutions of higher education to allow faculty to complete the gap analysis required in this subsection.

Section 1(4)(d)(i): Requires PESB to monitor compliance with the action plans and submit a report to the education committees of the legislature summarizing process on the action plans by December 1, 2026, and then every December 1st of even-numbered years thereafter.

Section 1(4)(d)(ii): Requires the report due on December 1, 2026 to also include recommendations on how to best incorporate principal preparation programs into the process described in this section and a profile of a program finisher

based on the information gathered under this subsection and subsections (2) and (3) of this section and national standards.

Section 1(5):

- After December 1, 2026, requires PESB, in collaboration with policy experts from relevant education agencies, to develop an ongoing and collaborative process to help programs continue to update their action plans and respond to the continuously changing needs of the modern classroom.
- Requires the process to include convening a group of educators as described in subsection 3 of this section and the gap analysis and action plan described in subsection (4) of this section.
- Requires PESB to establish a schedule for programs to complete the process at least once every three years.
- Allows PESB to stagger the completion of the process but must align the process with other review processes.

Section 1(6)(a): Requires PESB to adopt rules to implement this section.

Section 1(6)(b): Informs that the rules must include the components of the gap analysis required in subsection (4) of this section, how the board will monitor compliance with the action plans required in subsection (4) of this section, and the consequences if programs do not make sufficient progress on their action plans.

Section 1(7): For purposes of this section, provides definitions for “board” and “program or programs”.

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 and SBE Expenditure Impacts:

Section 1(2): Requires PESB, in collaboration with the Office of Superintendent of Public Instruction (OSPI), and the State Board of Education (SBE) to develop a list of changes to the educational system in statute and rule during the last 10 years that might require pedagogical changes in programs by August 1, 2024.

OSPI Expenditure Impact:

OSPI assumes a .01 FTE Program Supervisor’s time will be needed to collaborate with PESB and SBE to meet the requirements of this section by August 1, 2024. The cost for this staffing is estimated at \$2,000 in FY 2025.

SBE Expenditure Impact:

To do the work described in Section 1(2), staff would share policy changes with PESB through meetings or through a memo. Staff would likely need to have in depth discussions with PESB regarding policy changes in the arena of mastery-based learning to determine their potential impacts on teacher preparation programs. However, this could be accommodated through temporary internal reallocation of staff effort during fiscal year 2025.

Section 1(5) requires that after December 1, 2026, PESB collaborate with policy experts from relevant education agencies, to develop an ongoing and collaborative process to help programs continue to update their action plans and respond to the continuously changing needs of the modern classroom. Requires the process to be completed at least once every three years and align the process with other review processes. Provides flexibility to stagger the completion.

OSPI Expenditure Impact:

For purposes of this section, OSPI assumes that PESB will stagger the review process and collaboration time will occur

yearly. OSPI estimates a .01 FTE Program Supervisor's time will be needed for ongoing collaborations to assist in updating action plans and continuously changing needs of the modern classroom. The cost for this staffing is estimated at \$2,000 each fiscal year, beginning in FY27.

SBE Expenditure Impact:

For subsequent fiscal years, the level of collaboration with PESB (to identify the changing needs of the modern classroom) necessary to implement the bill would become part of SBE's regular ongoing work and would not require additional funding.

PESB Expenditure Impact:

To implement Section 1, the Professional Educator Standards Board (PESB) will do the following;

- Develop and facilitate an ongoing and collaborative process between school staff and teacher preparation programs;
- Collaborate with the Office of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) to develop a list of changes in law and rule over the past ten years that might result in pedagogical changes in teacher preparation programs;
- Convene a diverse group of educators to review the list developed by PESB, OSPI, and SBE, and to identify the necessary changes in teacher preparation programs to prepare teachers for the modern classroom;
- By March 1, 2025, PESB will compile a report of findings from the group of educators;
- Convene a group of teacher preparation system representatives to review the findings of the above group and review the list developed by PESB, OSPI, and SBE;
- Review gap analysis and action plans submitted by teacher preparation programs (TPP's) on a regular and consistent basis;
- Subject to the amounts appropriated for this bill, PESB shall administer one-time grants to teacher preparation programs to assist them in the gap analysis process. Grants will be awarded to TPP's based on a formula that includes the size of the program;
- Monitor progress of the development and implementation of gap analyses and action plans;
- By December 1, 2026, and every odd year thereafter, PESB will submit a report to the legislature detailing progress on this initiative;
- Develop a schedule for TPP's to submit gap analyses and action plans;
- After December 1, 2026, PESB, in collaboration with relevant stakeholders, shall develop an ongoing and collaborative process to help programs continue to update their action plans;
- Adopt rules that include;
 - o The components of a gap analysis
 - o The components must help teacher preparation programs identify ways in which candidates are not meeting standards in areas of improvement (the list identified in subsection 2 and the report in subsection 3.)
 - o How PESB will monitor compliance of the gap analysis and action plan process.
 - o Consequences for programs if they do not make progress on their action plans.
- Provide technical support, such as the development and periodic revision of guidance to support implementation of rules, and other types of technical support; and
- Develop and periodically update program guidance.

Since the amount of teacher preparation program grant funding under subsection 1(4) is unspecified, the cost of implementing the grant is indeterminate. However, here are three scenarios based on various amounts of grant funding:

SECTION 1 SCENARIO 1:

Grants:
Funding sufficient to award \$165,000 worth of grants to PESB-approved teacher preparation program during fiscal year 2025 (33 programs at an average of \$5,000 each).

Staffing:

Fiscal Year 2025

Cost Detail:

\$180,000 Object A Salaries (2 FTE program managers @ \$90,000/year for each FTE)
 \$61,000 Object B Employee Benefits
 \$42,000 Object E Goods & Services (including \$35,000 indirect for OSPI admin. services)
 \$12,000 Object G Travel
 \$10,000 Object J Equipment
 \$305,000 Total

Workgroups:

PESB assumes that all workgroups will be held virtually. The workgroup in Sec. 1(b) will meet four times starting on or before October 1, 2024 and the workgroup will be comprised of 12 in-service educators. All 12 educators will require substitute reimbursements at a rate of \$250 per workgroup member, per meeting. Total: \$12,000 in FY25

Subsequent Fiscal Years

Cost Detail:

\$180,000 Object A Salaries (2 FTE program managers @ \$90,000/year for each FTE)
 \$61,000 Object B Employee Benefits
 \$41,000 Object E Goods and Services (including \$34,000 indirect for OSPI admin. services)
 \$12,000 Object G Travel
 \$3,000 Object J Equipment
 \$297,000 Total

SECTION 1 SCENARIO 2:

Grants:

Funding sufficient to award \$330,000 worth of grants to PESB-approved teacher preparation program during fiscal year 2025 (33 programs at an average of \$10,000 each).

Staffing:

Fiscal Year 2025

Cost Detail:

\$180,000 Object A Salaries (2 FTE program managers @ \$90,000/year for each FTE)
 \$61,000 Object B Employee Benefits
 \$42,000 Object E Goods and Services (including \$35,000 indirect for OSPI admin. services)
 \$12,000 Object G Travel
 \$10,000 Object J Equipment
 \$305,000 Total

Workgroups:

PESB assumes that all workgroups will be held virtually. The workgroup in Sec. 1(b) will meet four times starting on or before October 1, 2024 and the workgroup will be comprised of 12 in-service educators. All 12 educators will require substitute reimbursements at a rate of \$250 per workgroup member, per meeting. Total: \$12,000 in FY25

Subsequent Fiscal Years

Cost Detail:

\$180,000 Object A Salaries (2 FTE program managers @ \$90,000/year for each FTE)
 \$61,000 Object B Employee Benefits
 \$41,000 Object E Goods and Services (including \$34,000 indirect for OSPI admin. services)
 \$12,000 Object G Travel
 \$3,000 Object J Equipment
 \$297,000 Total

SECTION 1 SCENARIO 3:

Grants:
 Funding sufficient to award \$495,000 worth of grants to PESB-approved teacher preparation program during fiscal year 2025 (33 programs at an average of \$15,000 each).

Staffing:
 Fiscal Year 2025 - 2.0 FTE program manager

Cost Detail:
 \$180,000 Object A Salaries (2 FTE program managers @ \$90,000/year for each FTE)
 \$61,000 Object B Employee Benefits
 \$42,000 Object E Goods and Services (including \$35,000 indirect for OSPI admin. services)
 \$12,000 Object G Travel
 \$10,000 Object J Equipment
 \$305,000 Total

Workgroups:
 PESB assumes that all workgroups will be held virtually. The workgroup in Sec. 1(b) will meet four times starting on or before October 1, 2024 and the workgroup will be comprised of 12 in-service educators. All 12 educators will require substitute reimbursements at a rate of \$250 per workgroup member, per meeting. Total: \$12,000 in FY25

Subsequent Fiscal Years
 Cost Detail:
 \$180,000 Object A Salaries (2 FTE program managers @ \$90,000/year for each FTE)
 \$61,000 Object B Employee Benefits
 \$41,000 Object E Goods and Services (including \$34,000 indirect for OSPI admin. services)
 \$12,000 Object G Travel
 \$3,000 Object J Equipment
 \$297,000 Total

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	319,000	319,000	596,000	598,000
Total \$			0	319,000	319,000	596,000	598,000

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		2.0	1.0	2.0	2.0
A-Salaries and Wages		180,942	180,942	360,942	361,884
B-Employee Benefits		61,810	61,810	122,923	123,846
C-Professional Service Contracts					
E-Goods and Other Services		54,068	54,068	82,068	82,136
G-Travel		12,067	12,067	24,067	24,134
J-Capital Outlays		10,113	10,113	6,000	6,000
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	0	319,000	319,000	596,000	598,000

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 Program Supervisor	94,165		0.0	0.0	0.0	0.0
PESB Program Manager	90,000		2.0	1.0	2.0	2.0
Total FTEs			2.0	1.0	2.0	2.0

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

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

NONE

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

NONE

No capital budget impact anticipated.

Part V: New Rule Making Required

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

Section 1 would require PESB rulemaking to be implemented.

Individual State Agency Fiscal Note

Bill Number: 6012 SB	Title: Teacher preparation programs	Agency: 360-University of Washington
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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: Ben Omdal	Phone: 360-786-7442	Date: 01/15/2024
Agency Preparation: Lauren Hatchett	Phone: 2066167203	Date: 01/31/2024
Agency Approval: Michael Lantz	Phone: 2065437466	Date: 01/31/2024
OFM Review: Ramona Nabors	Phone: (360) 742-8948	Date: 02/13/2024

Part II: Narrative Explanation

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

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

Senate Bill 6012 directs the Professional Educator Standards Board (PESB) to develop a list of changes to the educational system that might require pedagogical changes in teacher preparation programs. PESB must also convene workgroups to identify what teacher preparation programs must provide teaching candidates; and in turn teacher preparation programs must develop a gap analysis and action plan by December 1, 2025.

The University of Washington (UW) has several teaching preparation programs across the Bothell, Seattle, and Tacoma campuses. Performing gap analyses and developing action plans may result in a need for additional resources that exceed \$50,000 in FY25 and FY26. Because the full scope of work is unknown at this time, the fiscal impact is indeterminate. Please see the expenditures narrative section for an explanation of potential impacts.

II. B - Cash receipts Impact

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

II. C - Expenditures

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

WORKING GROUP

By January 1, 2025, PESB shall convene a group representing teacher preparation programs at institutions of higher education to review the list of recommendations developed in subsection (2). We assume any costs associated with the UW's participation in this working group could be absorbed within existing resources.

GAP ANALYSIS AND ACTION PLAN

By December 1, 2025, each teacher preparation program must perform a gap analysis, develop an action plan for addressing gaps, and submit each to PESB. The UW has several teacher preparation programs across the three campuses. Faculty from each campus will be necessary to conduct this work. Our assumptions are outlined below:

We assume that teacher preparation faculty on each campus would perform gap analyses and develop action plans during FY25 (January to June 30, 2025) and FY26 (July 1 to December 1, 2025). Work conducted in FY25 will span two academic quarters (winter and spring) and work conducted during FY26 will require time during the summer and fall quarters. Faculty members involved with this work would be granted course release each quarter to ensure they have time to complete a gap analysis and develop an action plan. Part-time lecturers would be hired to cover courses. At a minimum, the replacement rate for a part-time lecturer is approximately \$7,000 per course (including benefits). If each campus released one full-time faculty member from one course per academic quarter, we may anticipate the following costs to hire part-time lecturers:

- Winter quarter = \$7,000 part-time lecturer rate per course x 3 courses (1 per campus) = \$21,000
- Spring quarter = \$7,000 part-time lecturer rate per course x 3 courses (1 per campus) = \$21,000
- Fall quarter = \$7,000 part-time lecturer rate per course x 3 courses (1 per campus) = \$21,000

It should be noted that Faculty members have 9-month contracts and do not typically work during the summer months. In order to continue work over the summer months we would need to extend contracts to faculty on each campus that could total up to an additional 0.3 FTE per campus (3 months additional months). If each faculty member made \$100,000 with 22.6% benefits rate the total anticipated costs could equal more than \$110,000.

These estimates could be reduced or expanded depending on the scope of work.

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.

Individual State Agency Fiscal Note

Bill Number: 6012 SB	Title: Teacher preparation programs	Agency: 365-Washington State University
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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: Ben Omdal	Phone: 360-786-7442	Date: 01/15/2024
Agency Preparation: Emily Green	Phone: 5093359681	Date: 01/31/2024
Agency Approval: Chris Jones	Phone: 509-335-9682	Date: 01/31/2024
OFM Review: Ramona Nabors	Phone: (360) 742-8948	Date: 02/13/2024

Part II: Narrative Explanation

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

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

SB 6012 – Teacher Preparation Program relates to the collaborative process to help approved teacher preparation programs respond to the continuously changing needs of the modern classroom.

Section 1 (2)-(3) of this bill requires the convening of a board that includes key stakeholders at all levels of K-12 education and varying types of school districts with the purpose of identifying what teacher preparation programs must be providing to teaching candidates to prepare them for the modern classroom.

Section 1 (4) of this bill requires a group that consists of representatives from institutions of higher education convene to address gaps identified by the group established in Section 1 (2). Additionally, members of this group must perform a gap analysis of teacher preparation programs at their institution. Once gaps are identified, each program must submit an action plan how each program will address gaps and areas for improvement.

This bill would not fiscally impact Washington State University. Any travel requirements identified for group meetings would be absorbed within current resources. WSU would address gaps with current resources by adjusting programming.

II. B - Cash receipts Impact

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

II. C - Expenditures

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

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

NONE

III. B - Expenditures by Object Or Purpose

NONE

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

NONE

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

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

NONE

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

NONE

Part V: New Rule Making Required

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

Individual State Agency Fiscal Note

Bill Number: 6012 SB	Title: Teacher preparation programs	Agency: 370-Eastern Washington University
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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	0.3	0.1	0.1	0.1
Account					
General Fund-State 001-1	0	24,000	24,000	24,000	24,000
Total \$	0	24,000	24,000	24,000	24,000

Estimated Capital Budget Impact:

NONE

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

Check applicable boxes and follow corresponding instructions:

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

Legislative Contact: Ben Omdal	Phone: 360-786-7442	Date: 01/15/2024
Agency Preparation: Tammy Felicijan	Phone: (509) 359-7364	Date: 01/31/2024
Agency Approval: Tammy Felicijan	Phone: (509) 359-7364	Date: 01/31/2024
OFM Review: Ramona Nabors	Phone: (360) 742-8948	Date: 02/13/2024

Part II: Narrative Explanation

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

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

SB 6012 adds a new section to chapter 28A.410 RCW to read as follows:

(1) The Professional Educator Standards Board (PESB) shall develop and facilitate an ongoing and collaborative process to help programs in Washington state respond to the continuously changing needs of the modern classroom; provide a feedback loop between school staff and programs; and promote continuity, consistency, and coherence across the teacher preparation system regarding implementing new and existing standards.

(2) By August 1, 2024, the board, in collaboration with the office of the superintendent of public instruction and the state board of education, shall develop a list of changes to the educational system in statute and rule during the last 10 years that might require pedagogical changes in programs.

(4)(a) By January 1, 2025, the board shall convene a group representing the programs at institutions of higher education. The group shall review the list developed in subsection (2) of this section.

(4)(b) Each program must perform a gap analysis of their programs. The board shall determine the components of this gap analysis in accordance with subsection (6)(b)(i) of this section. By December 1, 2025, each program must submit the gap analysis and an action plan to the board to show how the program will address these gaps and areas of needed improvement.

(5) After December 1, 2026, the board, in collaboration with policy experts from relevant education agencies, shall develop an ongoing and collaborative process to help programs continue to update their action plans and respond to the continuously changing needs of the modern classroom. The board shall establish a schedule for programs to complete this process at least once every three years.

The anticipated cost to EWU would include release time for tenure/tenure track faculty to perform the gap analysis. The release time would be covered with the hire of adjunct faculty during the analysis time.

II. B - Cash receipts Impact

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

II. C - Expenditures

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

The anticipated impact to EWU would be tenure/tenure track release each quarter from Winter Quarter 2025 to Fall Quarter 2025. The estimated cost of this would be 8 Academic-Year credits at approx. \$3,000 per credit for salary/benefits totaling \$24,000 in one-time funding.

It is assumed that the cost in the following years for an additional gap analysis would be the same as the current year cost.

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	24,000	24,000	24,000	24,000
Total \$			0	24,000	24,000	24,000	24,000

III. B - Expenditures by Object Or Purpose

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years		0.3	0.1	0.1	0.1
A-Salaries and Wages		20,500	20,500	20,500	20,500
B-Employee Benefits		3,500	3,500	3,500	3,500
C-Professional Service Contracts					
E-Goods and Other Services					
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 \$	0	24,000	24,000	24,000	24,000

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
Adjunct Faculty	20,500		0.3	0.1	0.1	0.1
Total FTEs			0.3	0.1	0.1	0.1

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: 6012 SB	Title: Teacher preparation programs	Agency: 375-Central Washington University
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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
Account					
General Fund-State 001-1	0	23,691	23,691	23,691	23,691
Total \$	0	23,691	23,691	23,691	23,691

Estimated Capital Budget Impact:

NONE

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

Check applicable boxes and follow corresponding instructions:

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

Legislative Contact: Ben Omdal	Phone: 360-786-7442	Date: 01/15/2024
Agency Preparation: Alexa Orcutt	Phone: 5099632955	Date: 01/31/2024
Agency Approval: Lisa Plesha	Phone: (509) 963-1233	Date: 01/31/2024
OFM Review: Ramona Nabors	Phone: (360) 742-8948	Date: 02/13/2024

Part II: Narrative Explanation

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

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

Section 1: New section added to 28A.410 RCW: (1) The board will develop and facilitate an ongoing and collaborative process to help programs in WA state respond to the needs of the modern classroom; provide feedback loop between school staff and programs; and promote consistency across the teach prep system regarding implementing new and existing standards. (2) The board will collaborate with OSPI. (3) The board will convene a group of educators (noted in (b)) to identify what programs need to provide candidates to prepare them for the modern classroom. (4)(a) By January 1, 2025, the board will gather a group representing programs at IHEs. (b) Each program must perform a gap analysis in accordance with subsection (6)(b)(i). By December 1, 2025, each program will need to submit the gap analysis and an action plan to the board to show how the program will address these gaps and areas of needed improvement. (c) The board may administer one-time grants to IHEs to allow faculty to complete the gap analysis required. (d) Describes the board's reporting requirements regarding compliance and action plans. (5) After December 1, 2026, the board in collaboration with relevant policy experts will develop and ongoing collaborative process to help programs continue to update their action plans and continuous response to modern classrooms. The board will establish a schedule for programs to complete this process at least once every three years. The board may stagger the completion of this process. (6)(a) The board will adopt rules to implement this section. (b) Describes the rules. (7) Defines (a) "board" and (b) "program" or "programs".

II. B - Cash receipts Impact

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

II. C - Expenditures

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

Faculty and staff in the School of Education would need to participate in the gap analysis process following the policies the board identifies and, if needed, develop and implement an action plan.

This would require faculty and staff collaboration with some release time for faculty. CWU has several teacher education programs and an effective gap analysis and action plan would require representation from these programs to meet to conduct the gap analysis and collaboratively develop the action plan. Per the proposed bill, the analysis would need to be done at least once every three years.

To successfully complete the gap analysis and action plan as noted in section 1(4) of the proposed bill, CWU estimates \$20,691 in salaries and benefits and \$3,000 for faculty travel from our various university center locations for a total estimated cost of \$23,691 every other fiscal year.

Estimated faculty costs:

Program Coordinators – faculty from various disciplines: Total of 210 hours = 7 workload units (WLU) @ avg of \$1,778/WLU = (7 WLU*\$1,778=\$12,446) = \$12,446

30 tenure track and non-tenure track faculty and staff representing different areas of School of Education: Total of 60 hours = 2 WLU @ avg. of \$1,555.50/WLU = (2 WLU*\$1,555.50=\$3,111) = \$3,111

Benefits at an estimated 33% = [((12,446+3,111)*.33)=\$5,133.81] = \$5,134

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	23,691	23,691	23,691	23,691
Total \$			0	23,691	23,691	23,691	23,691

III. B - Expenditures by Object Or Purpose

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years					
A-Salaries and Wages		15,557	15,557	15,557	15,557
B-Employee Benefits		5,134	5,134	5,134	5,134
C-Professional Service Contracts					
E-Goods and Other Services					
G-Travel		3,000	3,000	3,000	3,000
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 \$	0	23,691	23,691	23,691	23,691

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

NONE

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

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

NONE

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

NONE

Part V: New Rule Making Required

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

Individual State Agency Fiscal Note

Bill Number: 6012 SB	Title: Teacher preparation programs	Agency: 376-The Evergreen State College
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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
Account					
General Fund-State 001-1	0	4,412	4,412	0	4,412
Total \$	0	4,412	4,412	0	4,412

Estimated Capital Budget Impact:

NONE

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

Check applicable boxes and follow corresponding instructions:

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

Legislative Contact: Ben Omdal	Phone: 360-786-7442	Date: 01/15/2024
Agency Preparation: Daniel Ralph	Phone: 360-867-6500	Date: 01/30/2024
Agency Approval: David Kohler	Phone: (360) 367-6451	Date: 01/30/2024
OFM Review: Ramona Nabors	Phone: (360) 742-8948	Date: 02/22/2024

Part II: Narrative Explanation

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

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

SB 6012 relates to helping teacher preparation programs respond to the changing needs of the modern classroom.

Section 1(4)(b) requires each teacher preparation program to perform a gap analysis. By January 1, 2025 it must submit the gap analysis and an action plan to the board to show how it will cover any gaps and address any needed improvements.

Section 1(4)(c) states that subject to the availability of funds appropriated for this purpose, the PESB may administer one-time grants to the institutions to allow faculty to complete the gap analysis.

II. B - Cash receipts Impact

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

II. C - Expenditures

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

The Masters in Teaching faculty would engage in a 3-day workshop to conduct the gap analysis in FY 2025 and then again in FY 2028. There would be additional salary costs for the extra faculty time at the rate of \$250/day x 5 faculty x 3 days. There would be additional costs for benefits estimated at \$662/year for each year during which the gap analysis takes place.

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	4,412	4,412	0	4,412
Total \$			0	4,412	4,412	0	4,412

III. B - Expenditures by Object Or Purpose

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years					
A-Salaries and Wages		3,750	3,750		3,750
B-Employee Benefits		662	662		662
C-Professional Service Contracts					
E-Goods and Other Services					
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 \$	0	4,412	4,412	0	4,412

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

NONE

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

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

NONE

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

NONE

Part V: New Rule Making Required

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

Individual State Agency Fiscal Note

Bill Number: 6012 SB	Title: Teacher preparation programs	Agency: 380-Western Washington University
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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	0.3	0.1	0.1	0.1
Account					
General Fund-State 001-1	0	24,000	24,000	24,000	24,000
Total \$	0	24,000	24,000	24,000	24,000

Estimated Capital Budget Impact:

NONE

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

Check applicable boxes and follow corresponding instructions:

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

Legislative Contact: Ben Omdal	Phone: 360-786-7442	Date: 01/15/2024
Agency Preparation: Timothy Davenport	Phone: 3606503257	Date: 01/31/2024
Agency Approval: Faye Gallant	Phone: 3606504762	Date: 01/31/2024
OFM Review: Ramona Nabors	Phone: (360) 742-8948	Date: 02/13/2024

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 4:

Mandates that by January 1, 2025, the professional educator standards board (PESB) assemble a group representing programs at higher education institutions (IHEs) to review the list and the summary from Section 3. Each program is required to perform a gap analysis of its curriculum, submitting the analysis and an action plan to address identified gaps by December 1, 2025.

Section 5:

After December 1, 2026, the PESB, in collaboration with policy experts from relevant education agencies, shall develop an ongoing and collaborative process to help programs continue to update their action plans and respond to the continuously changing needs of the modern classroom. This process must include convening a group of educators as described in subsection (3) of this section and the gap analysis and action plan described in subsection (4) of this section. The board shall establish a schedule for programs to complete this process at least once every three years.

PESB may administer one-time grants to the institutions of higher education to allow faculty to complete the gap analysis, subject to appropriation.

Fiscal Impact Analysis:

As Western offers a number of programs for teacher preparation, we could be directly impacted by the policy decisions made by PESB. We assert that our programs are designed to meet the needs of the modern classroom, so we expect any required alterations to be minimal. The expenditure impact is uncertain because some work would relate to possible participation in the representative group and in completing the gap analysis. This would largely fit into the current administrative and faculty leadership capacity. However, if there are recommendations from the K-12 group to IHEs in which significant program changes were required, then we would need release time for our faculty to perform the gap analysis and devise programmatic changes to our pedagogy.

We recognize grants in the \$5,000 to \$15,000 range (presumably per agency) might be made available for application through the PESB, but the amounts are so small it might not be cost beneficial given the associated administrative and reporting effort.

II. B - Cash receipts Impact

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

II. C - Expenditures

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

Fiscal Impact:

If there are recommendations from the K-12 group to IHEs in which significant program changes were required, then we would need release time for our tenured/tenure track faculty to perform the gap analysis and devise programmatic changes

to our pedagogy (action plan).

The anticipated impact would be tenured/tenure track faculty release time (probably a course amount of 4 credits) to be covered by temporary adjunct (non-tenured) faculty for two academic quarters (8 credits) x \$3,000 per credit to total \$24,000 (calculated at \$22,225 for salary plus 8 percent or \$1,775 for associated benefits).

The continuing review outlined in subsection 5 indicates there would be an ongoing (recurring) gap analysis and program review requirement on a three-year cycle. Therefore, we have included these personnel costs (adjunct faculty) for the third year as well starting in FY 2027.

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	24,000	24,000	24,000	24,000
Total \$			0	24,000	24,000	24,000	24,000

III. B - Expenditures by Object Or Purpose

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years		0.3	0.1	0.1	0.1
A-Salaries and Wages		22,225	22,225	22,225	22,225
B-Employee Benefits		1,775	1,775	1,775	1,775
C-Professional Service Contracts					
E-Goods and Other Services					
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 \$	0	24,000	24,000	24,000	24,000

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
Adjunct faculty (non-tenured)			0.3	0.1	0.1	0.1
Total FTEs			0.3	0.1	0.1	0.1

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: 6012 SB	Title: Teacher preparation programs	Agency: 699-Community and Technica College System
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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
Account					
General Fund-State 001-1	0	44,000	44,000	44,000	44,000
Total \$	0	44,000	44,000	44,000	44,000

Estimated Capital Budget Impact:

NONE

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

Check applicable boxes and follow corresponding instructions:

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

Legislative Contact: Ben Omdal	Phone: 360-786-7442	Date: 01/15/2024
Agency Preparation: Brian Myhre	Phone: 360-704-4413	Date: 02/22/2024
Agency Approval: Stephanie Winner	Phone: 360-704-1023	Date: 02/22/2024
OFM Review: Ramona Nabors	Phone: (360) 742-8948	Date: 02/23/2024

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.

This bill would direct the Professional Education Standards Board (PESB) to develop and facilitate an ongoing, collaborative process to help Teacher Preparation Programs respond to the continuously changing needs of the modern classroom and provide coherence across the teacher preparation system for implementing new and existing standards.

By August 1, 2024, PESB shall develop a list of changes to statute and rule that might require pedagogical changes in Teacher Preparation Programs. By October 1, 2024 PESB shall convene a group of educators to identify what Teacher Preparation Programs must provide to meet the needs of the modern classroom. By March 1, 2025, PESB shall compile a summary of the findings of the educators.

By January 1, 2025, PESB must convene a group representing teacher education programs at institutions of higher education. The group is to review the list of possible changes needed to Teacher Preparation Programs and the summary of the findings compiled by educators.

Each teacher education program must perform a gap analysis of their programs. PESB is to determine the components of the gap analysis. By December 1, 2025, each program must submit the gap analysis and an action plan to PESB to show how the program will address the gaps and areas of needed improvement.

After December 1, 2026, PESB in collaboration with policy experts from relevant education agencies must develop an ongoing and collaborative process to help programs continue to update their action plans and respond to the continuously changing needs of the modern classroom. This process must include convening a group of educators and performing the gap analysis and action plan. PESB is to establish a schedule for programs to complete this process at least once every three years. PESB may stagger the completion of this process and must align it with other review processes.

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.

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.

By January 1, 2025, PESB must convene a group representing teacher education programs at institutions of higher education and by December 1, 2025, each Teacher Preparation Program must submit a gap analysis and an action plan to PESB to show how the program will address the gaps and areas of needed improvement. Faculty would need to:

- 1) Participate in the workgroup
- 2) Complete the GAP analysis
- 3) Complete the plan for responding to identified gaps
- 34 Refine and adopt new curriculum based on identified gaps

INITIAL COSTS:

It is estimated to take 80 hours per college to accomplish the work identified above.
80 hours X \$51 per hour (average Faculty salary and benefits) = \$4,000 per college

There are currently 11 community colleges that have Teacher Preparation Programs.
 11 colleges X \$4,000 per college = \$44,000 FY 25

ON-GOING COSTS:

After December 1, 2026, PESB in collaboration with policy experts from relevant education agencies must develop an ongoing process to help programs continue to update their action plans and respond to the continuously changing needs of the modern classroom. The process must be completed at least once every three years. PESB may stagger the completion of this process. It is assumed that participation in the development of action plans and performing the gap analyses will be an on-going, continual process.

\$22,000 – FY 26 onward

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	44,000	44,000	44,000	44,000
Total \$			0	44,000	44,000	44,000	44,000

III. B - Expenditures by Object Or Purpose

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years					
A-Salaries and Wages		33,000	33,000	34,000	34,000
B-Employee Benefits		11,000	11,000	10,000	10,000
C-Professional Service Contracts					
E-Goods and Other Services					
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 \$	0	44,000	44,000	44,000	44,000

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.