

Department of Planning and Budget 2015 Fiscal Impact Statement

1. Bill Number: HB2374

House of Origin	<input checked="" type="checkbox"/> Introduced	<input type="checkbox"/> Substitute	<input type="checkbox"/> Engrossed
Second House	<input type="checkbox"/> In Committee	<input type="checkbox"/> Substitute	<input type="checkbox"/> Enrolled

2. Patron: Cline

3. Committee: Appropriations

4. Title: Teacher preparation and licensure; dyslexia.

5. Summary: The proposed legislation would require every person seeking initial licensure or renewal of a license to receive professional development in the indicators of dyslexia and the science behind teaching a student who is dyslexic. The bill requires the Department of Education (DOE) to collaborate with the State Council of Higher Education for Virginia (SCHEV) to ensure that all teacher preparation programs offered at public institutions of higher education in the Commonwealth convey information on the identification of students at risk for dyslexia and related disorders.

6. Budget Amendment Necessary: None.

7. Fiscal Impact Estimates: Preliminary. See Item 8.

8. Fiscal Implications: This bill has no anticipated state fiscal impact. The required collaboration between DOE and SCHEV can be accommodated within existing resources.

The proposed legislation could create a local fiscal impact. Some school divisions pay for the costs of required professional development for their teachers. In addition, the bill's effective date of July 1, 2015, may create difficulties with teacher hiring and placement. Teachers seeking initial or renewed licenses would not have had sufficient time to complete the professional development.

9. Specific Agency or Political Subdivisions Affected: Board of Education, Department of Education, State Council of Higher Education for Virginia, local school divisions

10. Technical Amendment Necessary: None.

11. Other Comments: None.

Date: 2/4/2015 dpb/smc

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