

## Department of Planning and Budget 2016 Fiscal Impact Statement

**1. Bill Number:** HB309

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

**2. Patron:** Greason

**3. Committee:** Education

**4. Title:** School boards, local; licensed behavior analysts and assistant, support services positions.

**5. Summary:** Includes licensed behavior analysts and licensed assistant behavior analysts as support services positions in a local school division for the purposes of Title 22.1 of the Code of Virginia.

**6. Budget Amendment Necessary:** No.

**7. Fiscal Impact Estimates:** Indeterminate. See Item 8.

**8. Fiscal Implications:** The proposed legislation adds licensed behavior analysts and licensed assistant behavior analysts as health and behavioral positions under student support positions in § 22.1-253.13:2, paragraph O, Code of Virginia. The support positions currently listed in § 22.1-253.13:2, paragraph O, Code of Virginia, are those funded in the Standards of Quality (SOQ) Basic Aid on a prevailing cost basis, subject to the support position ratio.

There is no state fiscal impact from this bill in the short-term, but there could be a state fiscal impact in the out years. The impact on funded support positions will not be realized until the Department of Education rebenchmarks the SOQ for the 2020-2022 biennium using FY18 base-year Annual School Report (ASR) data, meaning that any state fiscal impact could be four years away.

The Department of Education cannot determine the extent to which divisions currently employ licensed behavior analysts and licensed assistant behavior analysts and report them on the ASR under support position codes currently recognized for SOQ funding. If school divisions currently report these positions under SOQ-recognized support position codes, the out year fiscal impact may be minimal unless there is a significant increase in hiring such positions in the future. If school divisions do not currently report these positions under SOQ-recognized support position codes, there could be a more significant out year impact if the increased number of positions reported impacts the support position cap ratio and allows additional support positions to be funded under the cap.

**9. Specific Agency or Political Subdivisions Affected:** Department of Education, local school divisions

**10. Technical Amendment Necessary:** No.

**11. Other Comments:** None.