

Department of Planning and Budget

2017 Fiscal Impact Statement

1. Bill Number: HB2345

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: Kory

3. Committee: Appropriations

4. Title: Instructional positions; students identified as having limited English proficiency.

5. Summary: Requires state funding to be provided pursuant to the appropriation act to support 20 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency. Current law requires state funding to support 17 such positions for each 1,000 such students.

6. Budget Amendment Necessary: Yes, Item 139.

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

8. Fiscal Implications: In FY 2018, the Direct Aid to Public Education budget includes approximately \$55.6 million to fund the state share of 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency. To increase the number of full-time equivalent instructional positions from 17 to 20 for each 1,000 students identified as having limited English proficiency, the Department of Education estimates an additional state cost of \$10.0 million general fund in FY 2018. Any state cost in outgoing fiscal years is indeterminate at this time and would be based on the Direct Aid to Public Education budget as rebenchmarked for future biennia.

Local school divisions would be required to provide the local share of any additional state funds based on each division's local composite index; however, some divisions already may be meeting this ratio. Any actual cost to localities is indeterminate at this time.

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

10. Technical Amendment Necessary: No

11. Other Comments: None