

Department of Planning and Budget 2021 Fiscal Impact Statement

1. Bill Number: HB1865

House of Origin Introduced Substitute Engrossed
Second House In Committee Substitute Enrolled

2. Patron: Delaney

3. Committee: Education

4. Title: Certain students in kindergarten through grade 3; reading intervention services.

5. Summary: Requires reading intervention services for students in kindergarten through grade three who demonstrate deficiencies based on their individual performance on the Standards of Learning reading test or any reading diagnostic test that meets criteria established by the Department of Education to be evidence-based and aligned with the science of reading and structured literacy approaches, both defined in the bill, and to include the components of effective reading instruction and explicit, systematic, sequential, and cumulative instruction. The bill requires the parent of each student who receives such reading intervention services to be notified before the services begin and the progress of each such student to be monitored throughout the provision of services. The bill also requires the Department of Education, no later than the beginning of the 2021-2022 school year, to compile and provide to each local school division a list of materials, resources, and curriculum programs that are supported by the science of reading and based on instruction that is explicit, systematic, cumulative, and diagnostic, including (i) evidence-based dyslexia programs that are aligned to structured literacy or grounded in the Orton-Gillingham methodology and (ii) evidence-based reading intervention programs, including programs that are grounded in the science of reading.

6. Budget Amendment Necessary: Yes, Item 137.

7. Fiscal Impact Estimates: Preliminary, see Item 8.

7a. Expenditure Impact:

<i>Fiscal Year</i>	<i>Dollars</i>	<i>Positions</i>	<i>Fund</i>
2021	\$45,000	0	General Fund

8. Fiscal Implications: This bill requires the Virginia Department of Education (VDOE), no later than the beginning of the 2021-2022 school year, to compile and provide to each local school division a list of materials, resources, and curriculum programs that are supported by the science of reading. The definition of “science of reading” in this bill is broad, which enlarges the scope of materials, resources, and curriculum that VDOE must review. VDOE notes that recent reviews of English textbooks and Virginia Preschool Initiative Plus (VPI+) curriculums each required nearly a year of work. Additionally, VDOE notes that existing staff is dedicated to other projects during this timeframe, so additional state support will be

required to staff these reviews. VDOE estimates the need for three contract employees at an estimated total of \$45,000. This funding is needed in FY 2021 so that VDOE can begin the work as early as possible in anticipation of the 2021-2022 school year deadline. Even with the assistance of contractors, it may be difficult for VDOE to meet the timeline prescribed by this bill.

If school divisions are required to use the Orton-Gillingham method for screening instead of the Phonological Awareness Literacy Screening (PALS), there could be an impact to state funding for the Early Reading Intervention program. It is unclear how this might change the number of students identified to require additional services, so any state impact to the Early Reading Intervention program is indeterminate.

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

10. Technical Amendment Necessary: No

11. Other Comments: None