

Department of Planning and Budget

2021 Fiscal Impact Statement

1. Bill Number: HB1929

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: Aird

3. Committee: Education

4. Title: School Equity and Staffing Act; Standards of Quality; work-based learning; teacher leaders and mentors; principal mentors; certain personnel positions and initiatives.

5. Summary: Makes several changes to the Standards of Quality, including requiring the establishment of units in the Department of Education to oversee work-based learning and principal mentorship statewide in Standard 1 and requiring the Board of Education to establish and oversee the local implementation of teacher leader and teacher mentor programs in Standard 5. The bill also makes several changes relating to school personnel in Standard 2, including (i) establishing schoolwide ratios of students to teachers in certain schools with high concentrations of poverty and granting flexibility to provide compensation adjustments to teachers in such schools; (ii) requiring each school board to assign licensed personnel in a manner that provides an equitable distribution of experienced, effective teachers and other personnel among all schools in the local school division; (iii) requiring each school board to employ teacher leaders and teacher mentors at specified student-to-position ratios; (iv) requiring state funding in addition to basic aid to support at-risk students and granting flexibility in the use of such funds by school boards; (v) lowering the ratio of English language learner students to teachers; (vi) requiring each school board to employ reading specialists and establishing a student-to-position ratio for such specialists; (vii) requiring school boards to employ one full-time principal in each elementary school; (viii) lowering the ratio of students to assistant principals and school counselors in elementary, middle, and high schools; and (ix) requiring each school board to provide at least four specialized student support positions, including school social workers, school psychologists, school nurses, licensed behavior analysts, licensed assistant behavior analysts, and other licensed health and behavioral positions, per 1,000 students.

6. Budget Amendment Necessary: Yes, Items 137 and 145.

8. Fiscal Implications: This bill is based on the Board of Education's 2019-2020 revisions to the Standards of Quality, as reported in the Board's 2020 Annual Report on the Condition and Needs of Public Schools in Virginia. Based on HB1800/SB1100 as introduced for the 2021 General Assembly Session, the Department of Education estimates an additional state cost of \$462.3 million in fiscal year 2022 to implement the provisions of this bill, as

summarized in the table below. Any additional state cost in outgoing years is indeterminate at this time and would be based on the Direct Aid to Public Education budget as rebenchmarked for future biennia.

	FY 2022
Assistant Principals at 1:400	\$ 74,347,126
Early Reading Initiative	\$ 37,912,383
Elementary School Principals	\$ 7,537,923
English Language Learners	\$ 19,679,785
Equity Fund	\$ 61,904,984
School Counselors at 1:250	\$ 51,062,624
Specialized Student Support at 4:1,000	\$ 96,014,831
Teacher Leaders and Mentors	\$ 111,370,068
Principal Mentorship Office at DOE	\$ 1,237,677
Work-Based Learning Office at DOE	\$ 1,231,677
	\$ 462,299,079

Local school divisions would have to provide the local share required to match any additional state funds based on each division's local composite index. The actual fiscal impact to local school divisions is indeterminate at this time.

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

10. Technical Amendment Necessary: No

11. Other Comments: This bill is identical to SB1257.