

Department of Planning and Budget 2023 Fiscal Impact Statement

1. Bill Number: HB2111

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|------------------------|--|-------------------------------------|------------------------------------|
| 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: Bourne

3. Committee: Education

4. Title: Standards of Quality; work-based learning; teacher leaders and mentors; principal mentors.

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 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) requiring each school board to employ teacher leaders and teacher mentors at specified student-to-position ratios; (ii) lowering the ratio of English language learner students to teachers; (iii) lowering the ratio of assistant principals to students in each elementary, middle, and high school; (iv) lowering the ratio of school counselors to students in grades kindergarten through 12; and (v) increasing the required number of specialized student support positions from at least three to at least four such positions per 1,000 students. Such specialized student support positions include school social workers, school psychologists, school nurses, licensed behavior analysts, licensed assistant behavior analysts, and other licensed health and behavioral positions.

6. Budget Amendment Necessary: Yes, Items 129 and 137.

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

8. Fiscal Implications: Based on HB1400/SB800 as introduced for the 2023 General Assembly Session, the Department of Education estimates an additional state cost of \$335.3 million in fiscal year 2024 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.

REVISED 1/30/2023

This FIS has been updated to reflect additional information received by the Department of Planning and Budget.

| | FY 2024 (millions of dollars) |
|--|-------------------------------------|
| Assistant Principals at 1:400 students | \$ 85.8 |
| English Language Learners | \$ 21.2 |
| School Counselors 1:250 students | \$ 58.8 |
| Specialized Student Support Positions at 4:1000 students | \$ 56.6 |
| Teacher Leaders and Mentors | \$ 110.3 |
| Principal Mentorship unit at DOE | \$ 1.3 |
| Work-based learning unit at DOE | \$ 1.3 |
| | \$ 335.3 |

This bill implements tiered staffing ratios based on English proficiency data. English language proficiency for English language learner (ELL) students is assessed using the WIDA Consortium's ACCESS for ELLs test. This data is different from the traditional data used to support the ELL ratios in HB1400/SB800, which is based on historical English as a Second Language (ESL) enrollment trends. DOE does not have a WIDA proficiency level classification for all students enrolled in ESL as all students that are enrolled in ESL are likely not being assessed every year. These students are classified as all other English language learners for the purpose of calculating staffing standards per the provisions of this bill. In order to allocate state funds to divisions pursuant to the provisions of the bill without this assumption, DOE will need to determine what changes must be made to the WIDA data collected by divisions and reported to DOE. Any cost associated with such changes is indeterminate at this time.

This bill includes a number of new programs and staffing standards in the SOQs which makes these standards and programs the minimum requirements that every school division must meet. Eligible school divisions would be required to meet the required local effort for funding these positions and programs based on any additional state funds and 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, local school divisions

10. Technical Amendment Necessary: No

11. Other Comments: This bill is identical to SB1325.