



LEGISLATIVE FISCAL OFFICE
Fiscal Note

Fiscal Note On: **HB 316** HLS 26RS 802
 Bill Text Version: **ENGROSSED**
 Opp. Chamb. Action:
 Proposed Amd.:
 Sub. Bill For.:

Date: March 19, 2026 11:01 AM	Author: WYBLE
Dept./Agy.: Education	
Subject: Student literacy and teacher certification program requirements	Analyst: Julie Silva

EDUCATION EG INCREASE GF EX See Note Page 1 of 1
 Provides relative to student literacy

Proposed legislation establishes an adolescent literacy program for students in grades 4 through 8 and requires local education agencies to implement literacy plans and supports for students in those grades, beginning with the 2027-2028 school year. Requires any student who scored below mastery in English Language Arts the prior year to take a state approved reading assessment to identify early support needs within 30 days of the start of the school year.

Proposed legislation additionally requires, beginning in the 2027-2028 school year, educator preparation programs to include instruction on adolescent literacy for candidates seeking certification in secondary education and special education. Repeals the requirement that foundational literacy standards established by the Louisiana State Board of Elementary and Secondary Education (BESE) include training on behavior management, trauma-informed practices, and other classroom supports related to literacy instruction.

EXPENDITURES	2026-27	2027-28	2028-29	2029-30	2030-31	5 -YEAR TOTAL
State Gen. Fd.	INCREASE	INCREASE	INCREASE	INCREASE	INCREASE	
Agy. Self-Gen.	\$0	\$0	\$0	\$0	\$0	\$0
Ded./Other	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0
Local Funds	INCREASE	INCREASE	INCREASE	INCREASE	INCREASE	
Annual Total						
REVENUES	2026-27	2027-28	2028-29	2029-30	2030-31	5 -YEAR TOTAL
State Gen. Fd.	\$0	\$0	\$0	\$0	\$0	\$0
Agy. Self-Gen.	\$0	\$0	\$0	\$0	\$0	\$0
Ded./Other	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0
Local Funds	\$0	\$0	\$0	\$0	\$0	\$0
Annual Total	\$0	\$0	\$0	\$0	\$0	\$0

EXPENDITURE EXPLANATION

Proposed legislation is expected to increase expenditures for local education agencies (LEAs) related to expansion of existing literacy requirements beyond grades K-3 to include grades 4-8. Increases to SGF expenditures may also occur for public postsecondary institutions with educator preparation programs to support faculty development and curriculum revisions for secondary and special education teacher candidates. The combined fiscal impact on both LEAs and public universities is indeterminable and expected to vary by institution, but may be significant.

Proposed legislation requires local education agencies (LEAs), beginning in the 2027-2028 school year, to provide core literacy instruction, assess students below mastery in English Language Arts (ELA) through a literacy screener, notify parents of reading deficiencies, and implement targeted interventions and individualized reading improvement plans. Based on 2025 LEAP results, an estimated 138,000 students in grades 4-8 would be subject to screening. The Louisiana Department of Education (LDOE) has identified at least one literacy screener specifically designed to assess reading proficiency and identify students who may require interventions that is available at no cost. If a screening indicates additional support is needed, expanded academic services, including targeted instruction, intervention programs, progress monitoring, and professional development for teachers, could result in an indeterminable increase in local expenditures.

Note: BESE policy currently requires academic remediation for students who do not meet performance standards on statewide assessments. Proposed legislation establishes uniform, statewide requirements concerning literacy for grades 4-8. Students already supported under existing remediation frameworks may satisfy portions of the new requirements, potentially mitigating costs.

Public postsecondary institutions with educator preparation programs may realize impacts associated with curriculum revisions and faculty development, though the magnitude of any costs is indeterminable and will vary by institution. The Louisiana State University (LSU) System reports no significant impacts. The University of Louisiana (UL) System estimates \$6,000 systemwide over five years for faculty development for personnel not yet trained in dyslexia, adolescent literacy, evidence-based reading instruction, and related competencies. One UL institution anticipates needing an additional faculty member at a starting annual salary of \$65,000. Additional instructional materials for educator preparation courses to support evidence-based reading instruction are estimated at \$20,000 over five years. If these costs occur, they are expected to be funded primarily with SGF though other means of financing could be used. The LFO cannot verify these estimates; actual costs depend on the extent to which programs already meet the legislative requirements.

REVENUE EXPLANATION

There is no anticipated direct material effect on governmental revenues as a result of this measure.

Senate
 13.5.1 >= \$100,000 Annual Fiscal Cost {S & H}
 13.5.2 >= \$500,000 Annual Tax or Fee Change {S & H}

House
 6.8(F)(1) >= \$100,000 SGF Fiscal Cost {H & S}
 6.8(G) >= \$500,000 Tax or Fee Increase or a Net Fee Decrease {S}

Patrice Thomas
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