



**LEGISLATIVE FISCAL OFFICE
Fiscal Note**

Fiscal Note On: **HB 85** HLS 21RS 365
 Bill Text Version: **RE-REENGROSSED**
 Opp. Chamb. Action: **w/ SEN COMM AMD**
 Proposed Amd.:
 Sub. Bill For.:

Date: June 2, 2021	5:12 PM	Author: MCKNIGHT
Dept./Agy.: Education		
Subject: Literacy Program		Analyst: Garrett Ordner

STUDENTS RR1 INCREASE GF EX See Note Page 1 of 2
 Creates a literacy program for certain public school students

Proposed law establishes the Steve Carter Literacy Program for eligible students defined as students in grades K-3 who are determined to read below grade level or be at risk for reading difficulties according to the results of a literacy assessment; students in grades 4 and 5 who scored below mastery in English Language Arts (ELA) on the prior year state assessment; and students whose eligibility could not be determined due to the lack of literacy assessment or state assessment results but are recommended by the students' ELA teacher due to the students' reading difficulties. Directs Department of Education (LDE) to evaluate student eligibility, administer an application process, and evaluate service providers. Provides payments of up to \$1,000 per student per year to approved supplemental educational service providers for purposes including materials, instruction, tutoring services, summer education programs, and after-school education programs. Requires the LDE to submit an annual report to the legislature regarding program implementation. Provides for the establishment of criteria by which providers shall be evaluated to ensure program effectiveness. Provides that implementation of the program is subject to appropriation of funds or availability of local funds. Requires that any person who provides tutoring services through the program must complete the early literacy professional development course required by SB 216 if the bill is enacted into law.

EXPENDITURES	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>5 -YEAR TOTAL</u>
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	SEE BELOW	SEE BELOW	SEE BELOW	\$0	\$0	\$0
Local Funds	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW	
Annual Total						
REVENUES	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>5 -YEAR TOTAL</u>
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	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Annual Total	\$0	\$0	\$0	\$0	\$0	\$0

EXPENDITURE EXPLANATION

There will be an increase in expenditures to award proposed payments and for the Department of Education (LDE) to administer the program. Based on the number of eligible students, up to an estimated \$160 M, including \$159.4 M in program payments and \$564,380 in administrative costs, would be required to fully fund the program in the first year of implementation. Future costs would be higher or lower depending upon student performance and program participation. **Proposed law provides that implementation of the program is subject to appropriation of funds or availability of local funds.**

Program payments are a maximum of \$1,000 per student, per year, subject to appropriation. Priority for payments will be given to the lowest-performing economically disadvantaged students. See below for a one-year estimate utilizing the number of students reading below grade level from the 2019 Fall Reading Report and the number of students scoring below mastery on the 2019 LEAP English Language Arts assessment at \$1,000 per student.


<u>Grade</u>	<u>Number of Eligible Students</u>	<u>Program Payments</u>
K	30,221	\$30,221,000
1	24,776	\$24,776,000
2	22,976	\$22,976,000
3	22,683	\$22,683,000
4	28,655	\$28,655,000
5	<u>30,134</u>	<u>\$30,134,000</u>
Total	159,445	\$159,445,000

EXPENDITURE EXPLANATION CONTINUED ON PAGE TWO

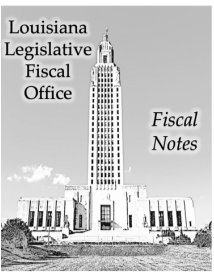
REVENUE EXPLANATION

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

<u>Senate</u>	<u>Dual Referral Rules</u>	<u>House</u>
<input checked="" type="checkbox"/> 13.5.1 >= \$100,000 Annual Fiscal Cost {S & H}		<input checked="" type="checkbox"/> 6.8(F)(1) >= \$100,000 SGF Fiscal Cost {H & S}
<input type="checkbox"/> 13.5.2 >= \$500,000 Annual Tax or Fee Change {S & H}		<input type="checkbox"/> 6.8(G) >= \$500,000 Tax or Fee Increase or a Net Fee Decrease {S}


Alan M. Boxberger
 Staff Director

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CONTINUED EXPLANATION from page one:

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EXPENDITURE EXPLANATION CONTINUED FROM PAGE ONE

In addition to program payments, LDE reports additional funding is needed for staffing increases to administer the program. LDE estimates this cost to be \$564,380 per year, comprised of \$132,320 for one Education Program Consultant 5A position (\$88,213 in salary and \$44,107 in benefits) and \$432,060 for four Education Program Consultant 3 positions (averaging \$72,010 in salary and \$36,005 in benefits per position).

The proposed legislation requires any person who provides tutoring services through the program to complete the early literacy professional development course required by SB 216 if the bill is enacted into law. LDE has provided a list of three potential literacy courses to be used in the implementation of SB 216 ranging in cost from \$550 to \$724 per person, which it plans to provide through the use of federal COVID-related funds. It is unclear whether LDE would provide these courses at no cost to prospective tutors under the proposed legislation, but doing so would increase federal funds expenditures to the state.

Senate Dual Referral Rules
 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}

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