

Fiscal Estimate - 2019 Session

Original
 Updated
 Corrected
 Supplemental

LRB Number 19-4678/1	Introduction Number SB-571
------------------------------------	--

Description
 programs to identify and address pupils with dyslexia in public schools

Fiscal Effect

State:

No State Fiscal Effect
 Indeterminate
 Increase Existing Appropriations
 Increase Existing Revenues
 Increase Costs - May be possible to absorb within agency's budget
 Decrease Existing Appropriations
 Decrease Existing Revenues

 Yes
 No
 Create New Appropriations
 Decrease Costs

Local:

No Local Government Costs
 Indeterminate

1. <input type="checkbox"/> Increase Costs <input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory	3. <input type="checkbox"/> Increase Revenue <input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory	5. Types of Local Government Units Affected <input type="checkbox"/> Towns <input type="checkbox"/> Village <input type="checkbox"/> Cities <input type="checkbox"/> Counties <input type="checkbox"/> Others <input type="checkbox"/> School Districts <input type="checkbox"/> WTCS Districts
2. <input type="checkbox"/> Decrease Costs <input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory	4. <input type="checkbox"/> Decrease Revenue <input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory	

Fund Sources Affected	Affected Ch. 20 Appropriations
<input type="checkbox"/> GPR <input type="checkbox"/> FED <input type="checkbox"/> PRO <input type="checkbox"/> PRS <input type="checkbox"/> SEG <input type="checkbox"/> SEGS	

Agency/Prepared By DPI/ Erin Fath (608) 266-2804	Authorized Signature Erin Fath (608) 266-2804	Date 11/25/2019
--	---	---------------------------

Fiscal Estimate Narratives

DPI 11/25/2019

LRB Number	19-4678/1	Introduction Number	SB-571	Estimate Type	Original
Description programs to identify and address pupils with dyslexia in public schools					

Assumptions Used in Arriving at Fiscal Estimate

This bill requires the Department of Public Instruction to develop or adopt a program to identify and address pupils with dyslexia, no later than one year after the effective date of the bill.

Fiscal Impact

Local: No fiscal impact.

State: The bill does not specify required elements of the program. DPI would have to dedicate staff time to either develop the required program to identify and address pupils with dyslexia, or to review existing programs for suitability before adopting an acceptable program. Compliance with the bill would require initial development (or identification of) a suitable program, implementation in the field, and ongoing maintenance of the program, to ensure that most updated information and resources are made available to the field.

Because the bill does not provide additional position or budget authority for the purpose of creating and maintaining a program to identify and address pupils with dyslexia, the department would have to absorb the work with existing resources.

Note that under separate legislation, 2019 AB 50 (introduced February 28, 2019 by the Joint Legislative Council), the Department would be provided with 1.0 FTE permanent classified position and associated budget authority for a dedicated Dyslexia Specialist position. If AB 50 were to become law, that position would presumably have responsibility for ensuring compliance with this bill.

Long-Range Fiscal Implications