

Fiscal Estimate - 2015 Session

Original
 Updated
 Corrected
 Supplemental

LRB Number 15-3791/1	Introduction Number AB-0943
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Description
 Pilot program for school districts to employ special education job development specialists and making an appropriation

Fiscal Effect

State:

<input type="checkbox"/> No State Fiscal Effect	<input type="checkbox"/> Increase Existing Revenues	<input checked="" type="checkbox"/> Increase Costs - May be possible to absorb within agency's budget
<input type="checkbox"/> Indeterminate	<input type="checkbox"/> Decrease Existing Revenues	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Increase Existing Appropriations		<input type="checkbox"/> Decrease Costs
<input type="checkbox"/> Decrease Existing Appropriations		
<input checked="" type="checkbox"/> Create New Appropriations		

Local:

<input type="checkbox"/> No Local Government Costs		
<input checked="" type="checkbox"/> Indeterminate		
1. <input type="checkbox"/> Increase Costs	3. <input checked="" type="checkbox"/> Increase Revenue	5. Types of Local Government Units Affected
<input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory	<input checked="" type="checkbox"/> Permissive <input type="checkbox"/> Mandatory	
2. <input type="checkbox"/> Decrease Costs	4. <input type="checkbox"/> Decrease Revenue	
<input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory	<input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory	

<input type="checkbox"/> Towns	<input type="checkbox"/> Village	<input type="checkbox"/> Cities
<input type="checkbox"/> Counties	<input checked="" type="checkbox"/> Others	<u>CESAs</u>
<input checked="" type="checkbox"/> School Districts	<input type="checkbox"/> WTCS Districts	

Fund Sources Affected	Affected Ch. 20 Appropriations
<input checked="" type="checkbox"/> GPR <input type="checkbox"/> FED <input type="checkbox"/> PRO <input type="checkbox"/> PRS <input type="checkbox"/> SEG <input type="checkbox"/> SEGS	20.255 (2) (bg)

Agency/Prepared By DPI/ Carl Bryan (608) 267-9127	Authorized Signature Erin Fath (608) 266-2804	Date 2/29/2016
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Fiscal Estimate Narratives

DPI 2/29/2016

LRB Number	15-3791/1	Introduction Number	AB-0943	Estimate Type	Original
Description Pilot program for school districts to employ special education job development specialists and making an appropriation					

Assumptions Used in Arriving at Fiscal Estimate

This bill requires the Department of Public Instruction (DPI) to create a pilot program in the 2016–17 school year to pay for the employment of special education job development specialists in a school district, consortia of school districts, or cooperative educational service agency ("school district"). The special education job development specialists will be responsible for identifying and developing paid jobs for children with disabilities in the school district who have transition planning and transition services in place. DPI must give preference in awarding funding to a school district that has demonstrated below-average postsecondary employment outcomes for children with disabilities in the preceding five school years.

Under the bill, the Department is required to establish for the 2016-17 school year a pilot program under which a school district, a consortia of school districts, or a cooperative educational service agency (CESA) that is selected to participate in the program will receive funding from a new appropriation under s. 20.255(2)(bg). The Department shall select for participation in the pilot program school districts and CESAs, in accordance with application procedures and criteria established by the Department, to pay for the employment of special education job development specialists for the purpose of improving employment outcomes of children with disabilities in school districts or CESAs who have transition planning and transition services in place. The appropriation under this bill is \$750,000 GPR for 2016-17 and is distributed annually by preference to school districts or CESAs that have performed below average on transition services indicators, established in U.S. administrative code, in the preceding five school years.

Finally, the Department must monitor the administration of the pilot program in a school district or CESA that receives funding to evaluate the effectiveness of and make adjustments to identify best practices for application in other school districts or CESAs in subsequent years. At the end of the 2016-17 school year, the Department must submit a report to the appropriate standing committees of the legislature on the impact of the pilot program on pupils employed under the program, participating businesses, and participating school districts. No additional position or expenditure authority is provided to the Department under the bill for the purpose of administering the proposed pilot program; therefore, any additional costs (staff time) would have to be absorbed by the Department.

Under the program established by this bill, a school district, consortia of school districts, or CESA that receives funding must apply the funding toward the salary, benefits, travel expenses, equipment, supplies, and training of one or more special education job development specialists who will be responsible for identifying employment opportunities for children with disabilities who have transition planning and transition services in place and have an individualized education program (IEP) in effect. The school district shall ensure that each job opportunity made available through the pilot program pays minimum wage or greater to pupils employed in an integrated setting through the program.

School districts and CESAs that receive funding must also give preference in hiring for a special education job development specialist to an individual who possesses education, skills, or training in meeting the work force needs of the business community and working with people with disabilities to secure employment. If no such candidate applies for the position, the school district(s) or CESAs that receive funding may provide appropriate training to an individual for this purpose.

Local: to the extent that grants are provided to school districts and/or CESAs, the bill would increase revenues to be used for the purposes specified under the bill. The distribution of grants among school districts and/or CESAs cannot be projected at this time.

State: the bill appropriates \$750,000 GPR in FY17 for the proposed pilot program. To the extent that grants are provided to school districts and/or CESAs, the bill would result in increased expenditures from the state's General Fund, up to \$750,000 in FY17.

Long-Range Fiscal Implications

While the bill indicates that the pilot program would be for FY17 only, the bill does not include language to sunset the newly created appropriation under s.20.255 (2) (bg). In the absence of sunset language, the appropriation would presumably remain at \$750,000 within the chapter 20 schedule in statute; however, it appears that the intent of the bill is that Department would not have authority to expend from the appropriation after FY17 (unless new legislation to extent the Department's authority were enacted).