

Fiscal Estimate - 2019 Session

Original
 Updated
 Corrected
 Supplemental

LRB Number 19-4672/1	Introduction Number SB-555
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Description
 grants for teachers who receive certain credentials in advanced structured literacy and making an appropriation

Fiscal Effect

State:

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

Local:

<input type="checkbox"/> No Local Government Costs	5. Types of Local Government Units Affected	
<input type="checkbox"/> Indeterminate	<input type="checkbox"/> Towns	<input type="checkbox"/> Village <input type="checkbox"/> Cities
1. <input type="checkbox"/> Increase Costs	<input type="checkbox"/> Counties	<input type="checkbox"/> Others 0
<input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory	<input type="checkbox"/> School Districts	<input type="checkbox"/> WTCS Districts
2. <input type="checkbox"/> Decrease Costs		
<input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory		
3. <input type="checkbox"/> Increase Revenue		
<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 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 (3) (c)	

Agency/Prepared By DPI/ Erin Fath (608) 266-2804	Authorized Signature Erin Fath (608) 266-2804	Date 11/22/2019
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Fiscal Estimate Narratives

DPI 11/22/2019

LRB Number	19-4672/1	Introduction Number	SB-555	Estimate Type	Original
Description grants for teachers who receive certain credentials in advanced structured literacy and making an appropriation					

Assumptions Used in Arriving at Fiscal Estimate

Under current law, the Department of Public Instruction (DPI) administers a grant program for teachers who are certified by the National Board for Professional Teaching Standards or licensed by DPI as a master educator (i.e., the NBPTS/ME grant program).

Under the NBPTS/ME grant program, an eligible educator receives the following:

An initial grant, not to exceed \$2,000, to reimburse the educator for the costs the teacher incurred to obtain the certification or licensure; and,

In each of the nine school years following the initial award (years two through ten), a grant in the amount of \$2,500 if the educator maintains the certification or licensure, remains licensed to teach in this state, remains employed as a teacher in this state, and is placed in the effective or highly effective performance category under the applicable educator effectiveness system.

If the educator is teaching in a high-poverty school, the annual grant award in years two through ten is \$5,000.

This bill expands the NBPTS/ME grant program to include a teacher who is certified by one of the following organizations as specified below:

1. The Academy of Orton-Gillingham Practitioners and Educators, at the fellow level;
2. The Center for Effective Reading Instruction, as a structured literacy interventionist or a structured literacy specialist; or
3. The Academic Language Therapy Association, as an instructor of certified academic language practitioner, certified academic language therapist, certified academic language practitioner, or qualified instructor of certified academic language therapists and practitioners.

Under the bill, a teacher who satisfies one of these requirements is eligible for the same grants as a teacher who is certified by the NBPTS or is licensed as a ME by DPI.

The GPR appropriation to pay grants to eligible individuals under the NBPTS/ME grant program is a sum-sufficient appropriation; thus, all eligible individuals receive the full award amount (i.e., there is no proration of grant awards under current law). The current appropriation level for the NBPTS/ME grant program is \$2,910,000 (FY20 and FY21). For FY18 and FY19, however, total expenditures from this appropriation were \$2,800,632 and \$2,235,488, respectively. The cost to the state of the NBPTS/ME grant program each year depends on the mix of eligible individuals who are receiving the initial reimbursement grant (up to \$2,000) and those receiving the continuing grant (\$2,500 for those teaching in non-high poverty schools, \$5,000 for those teaching in high-poverty schools).

Fiscal Impact

State: Potential for increased expenditures.

The bill does not change the amount appropriated for the NBPTS/ME grant program. Because the appropriation is sum sufficient, expenditures will equal grant eligibility for each year. For each individual who would become

newly eligible under this bill, the cost to the state over the grant period would be:

In the first year: up to \$2,000 (program cost reimbursement); and,

Over the following nine years: assuming the individual retains eligibility for all of those nine years, a range, from \$22,500 (for those teaching in a school that does not meet the applicable definition of high-poverty school) up to \$45,000 (for those teaching a high-poverty schools, as defined for this program).

DPI does not currently collect data pertaining to the credentials specified in the bill; and thus, is not in a position to make a reasonable estimate of the fiscal impact of expanding eligibility for the NBPTS/ME grant program, as proposed in the bill.

Long-Range Fiscal Implications