

Fiscal Estimate - 2019 Session

Original
 Updated
 Corrected
 Supplemental

LRB Number 19-4140/1	Introduction Number AB-0604
Description programs to identify and address pupils with dyslexia in public schools	
Fiscal Effect	
State: <input type="checkbox"/> No State Fiscal Effect <input type="checkbox"/> Indeterminate <input type="checkbox"/> Increase Existing Appropriations <input type="checkbox"/> Increase Existing Revenues <input type="checkbox"/> Increase Costs - May be possible to absorb within agency's budget <input type="checkbox"/> Decrease Existing Appropriations <input type="checkbox"/> Decrease Existing Revenues <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Create New Appropriations <input type="checkbox"/> Decrease Costs	
Local: <input type="checkbox"/> No Local Government Costs <input checked="" type="checkbox"/> Indeterminate 1. <input checked="" type="checkbox"/> Increase Costs 3. <input type="checkbox"/> Increase Revenue <input type="checkbox"/> Permissive <input checked="" type="checkbox"/> Mandatory <input 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 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 checked="" type="checkbox"/> School Districts <input type="checkbox"/> WTCS Districts	
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	
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Date 12/11/2019	

Fiscal Estimate Narratives

DPI 12/11/2019

LRB Number 19-4140/1	Introduction Number AB-0604	Estimate Type Corrected
Description programs to identify and address pupils with dyslexia in public schools		

Assumptions Used in Arriving at Fiscal Estimate

This bill requires school boards 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. The bill does not specify required elements of the program.

Each school board 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. It is not know whether an existing, "off the shelf" product that is suitable for identifying and addressing pupils with dyslexia would be available to school boards to adopt in order to be in compliance with the bill; further, the costs of such products, if they exist, are not known. Conversely, there may be products available to school boards, at little or no cost (e.g., online resources accessible via the internet). However, while those products may be sufficient to meet the basic requirement of the bill to "identify and address" pupils with dyslexia, the bill does not specify any criteria that speaks to the efficacy of such a 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. The bill provides no resources to school boards to offset the costs associated with developing a new program or identifying a suitable program for adoption.

Fiscal Impact

Local: Indeterminate; potential for increased costs.

State: None.

Long-Range Fiscal Implications