

Fiscal Note

2017-2018 Legislative Session

SF468 - 0 - "Learning Plan for Grade 3 Level Reading"

Chief Author: Paul Utke
 Committee: E-12 Policy
 Date Completed: 02/02/2017
 Agency: Education Department

State Fiscal Impact	Yes	No
Expenditures		X
Fee/Departmental Earnings		X
Tax Revenue		X
Information Technology		X
Local Fiscal Impact	X	

This table shows direct impact to state government only. Local government impact, if any, is discussed in the narrative.
 Reductions shown in the parentheses.

State Cost (Savings)	Biennium			Biennium	
	FY2017	FY2018	FY2019	FY2020	FY2021
Dollars in Thousands					
Total	-	-	-	-	-
Biennial Total			-		-

Full Time Equivalent Positions (FTE)	Biennium			Biennium	
	FY2017	FY2018	FY2019	FY2020	FY2021
Total	-	-	-	-	-

Executive Budget Officer's Comment

I have reviewed this fiscal note for reasonableness of content and consistency with MMB's Fiscal Note policies.

EBO Signature: Melissa Lam Young Date: 2/2/2017 10:20:10 AM
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State Cost (Savings) Calculation Details

This table shows direct impact to state government only. Local government impact, if any, is discussed in the narrative. Reductions are shown in parentheses.

*Transfers In/Out and Absorbed Costs are only displayed when reported.

State Cost (Savings) = 1-2		Biennium			Biennium	
Dollars in Thousands		FY2017	FY2018	FY2019	FY2020	FY2021
Total		-	-	-	-	-
Biennial Total				-		-
1 - Expenditures, Absorbed Costs*, Transfers Out*						
Total		-	-	-	-	-
Biennial Total				-		-
2 - Revenues, Transfers In*						
Total		-	-	-	-	-
Biennial Total				-		-

Bill Description

Section 1, subd.3 directs a "personalized learning plan" to be created for all students not currently with an Individualized Educational Plan (IEP; i.e., identified as meeting requirements and receiving special education services) who do not demonstrate proficiency on the statewide reading assessment (i.e., MCA-Reading) in grade 3. (Reading Well by Third Grade, M.S.120B.12)

- This plan is a new requirement and separate from other existing requirements. It would require the "classroom teacher" and "other qualified school professionals" to develop an individualized plan with each student and his or her parent(s) "to the extent practicable."
- It also includes reference that a plan "may include grade retention, if necessary, to meet the student's best interests."

Section 2 adds two new mandates to the pre-existing requirement that school districts must assist students with post-secondary transitions (Planning for Post-secondary Transition, M.S.120B.125):

1. (a)(2) informs parents of the student's HS MCA scores
2. (e) mandates that students who do not score in the "meets" or "exceeds" levels of proficiency on the MCA that they can receive free public education until they are 21 or meet the requirements of M.S.120A.20

Assumptions

The estimated number of students who would qualify for the "personalized learning plan" requirement:

- Number of students on grade 3 MCA-Reading who "does not meet" or "partially meets" proficiency *minus* the number in that group who identified as receiving special education services *equals* total number of impacted students.
- 28,027 (students not proficient) 6,024 (special education students not proficient) = **22,003 students** who qualify for this new plan.

Expenditure and/or Revenue Formula

Long-Term Fiscal Considerations

This is ongoing

Local Fiscal Impact

The bill does not include any state funding for implementing these proposed requirements.

The assumptions include the amount of time it will take for district staff to develop individualized learning plans, plan and participate in meetings for students that do not achieve or exceed proficiency.

- Based on FY 2016 data it is estimated to take approximately 22,000 hours per year to fulfill this legislation (one hour of meeting and preparation time * 22,003 students).

References/Sources

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