

**COMMONWEALTH OF KENTUCKY STATE FISCAL NOTE STATEMENT
LEGISLATIVE RESEARCH COMMISSION
2018 REGULAR SESSION**

MEASURE

2018 BR NUMBER **0243**

HOUSE BILL NUMBER **187/HCS1**

RESOLUTION NUMBER _____

AMENDMENT NUMBER _____

SUBJECT/TITLE **An ACT relating to dyslexia and response-to-interventions that improve student learning.**

SPONSOR **Representative Wuchner**

NOTE SUMMARY

FISCAL ANALYSIS: IMPACT NO IMPACT INDETERMINABLE IMPACT

LEVEL(S) OF IMPACT: STATE LOCAL FEDERAL

BUDGET UNIT(S) IMPACT: **Department of Education**

FUND(S) IMPACT: GENERAL ROAD FEDERAL RESTRICTED AGENCY _____ OTHER

FISCAL SUMMARY

FISCAL ESTIMATES	2017-2018	2018-2019	2019-2020	ANNUAL IMPACT AT FULL IMPLEMENTATION
REVENUES				
EXPENDITURES		Indeterminable	Indeterminable	Indeterminable
NET EFFECT		(Indeterminable)	(Indeterminable)	(Indeterminable)

() indicates a decrease/negative

MEASURE’S PURPOSE: The purpose of the measure is to create an educational structure for early identification of dyslexia that includes guidance and training for teachers and instructional plans for students with dyslexia.

PROVISIONS/MECHANICS: Section 1 creates a new section of KRS Chapter 158 to define dyslexia and related terms. It requires the Kentucky Department of Education (KDE) to develop a toolkit that includes guidance, technical assistance, and training for all local school districts for students in kindergarten through grade three (3) identified with or displaying characteristics of dyslexia. Establishes what the dyslexia toolkit shall include. Instructs KDE to collaborate with the Education Professional Standards Board (EPSB), Council on Postsecondary Education (CPE), and other groups to improve and update professional development opportunities related to dyslexia.

Section 1 also mandates each local school district, by June 30, 2019, to develop and have in place a policy addressing the implementation of a program for identification of students with dyslexia and outlines what the local board policies shall include. Local districts must also submit

data by June 30th of each year detailing the number of students identified as displaying characteristics of dyslexia, how many were identified through the response-to-intervention process, the number evaluated and identified with dyslexia and which evaluation tools were used for identification. Local districts are required to report the number of students participating in interventions within the school setting, the tools used to evaluate progress, and the number of trained district personnel or licensed professionals used to administer the evaluation tools.

Section 1 requires KDE to establish guidelines and procedures for a study project lasting three full school years to gather information on early screening and intervention services for children with characteristics of dyslexia. The commissioner of education shall select three school districts to participate with one located in an urban setting, one in a suburban setting, and one in a rural setting. KDE shall submit a final report outlining the findings to the Interim Joint Committee on Education and the Interim Joint Committee on Health and Welfare and Family Services by November 1 after the final academic year of the study.

The provisions of Section 1 are subject to available funding.

Section 2 creates a new section of KRS Chapter 164 to require, by the 2019-2020 academic year, postsecondary institutions offering teacher preparation programs for elementary and secondary regular education to include instruction on dyslexia, processes for identification, evidence-based interventions, and core elements of a response-to-intervention framework.

The provisions of Section 2 are subject to available funding.

Section 3 states this Act shall be known and may be cited as the Ready to Read Act.

FISCAL EXPLANATION: The legislation requires KDE, EPSB, CPE, postsecondary institutions, and local school districts to implement provisions subject to available funds. Therefore, if no funding is available, there is no fiscal impact.

If funding is available or is made available in future budget bills or through increased local revenues, there is a fiscal impact. KDE will have to create a dyslexia toolkit at an estimated cost of \$50,000 for review and development. KDE consultation with EPSB and CPE to develop professional development opportunities will be an added cost. The department must establish a study project, create guidelines and procedures, and submit a final report of the findings after the three-year study is completed. In addition, KDE will need to determine procedures to effectively evaluate the early reading assistance program. These mandates on the department will have a significant, yet indeterminable impact dependent upon time, resources, and manpower used. It is also possible that if only a portion of the necessary funding is available, not all measures would be implemented by the prescribed dates. There would also be a fiscal impact to local districts that is not addressed in this fiscal note.

DATA SOURCE(S): Department of Education, Education Professional Standards Board, Council on Postsecondary Education, LRC Staff

PREPARER: Jonathan Eakin NOTE NUMBER: 120 REVIEW: JAB DATE: 2/28/2018