FISCAL NOTE WORKSHEET (Revised Nov. 2006)

Agency: Utah State Office of Education

Bill Number SB65 1st Sub

Ben Leishman
Requested By

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Fax/Electronic Mail Transmittal

Date: February 13, 2007

Name: Ben Leishman

Fax Number:

Please return to Fiscal Analyst by: February 13, 2007

TITLE OF BILL: ELEMENTARY SCHOOL MATH INITIATIVE

This Bill Takes Effect: [ ] On Passage [X] On July 1 [ ] 60 Days after session [ ] Other

Bill Carries Own Appropriation: [X]

FISCAL IMPACT OF PROPOSED LEGISLATION

A. Revenue Impact by Source of Funds:	First Year	Second Year
1. General Fund		
2. Uniform School Fund - Free Revenue		
3. Transportation Fund		
4. Collections		
5. Other Funds (List Below)		
6 Local Funds		
7. TOTAL	**$0**	**$0**

B. Expenditure Impact by Source of Funds:		
1. General Funds		
2. Uniform School Fund - Free Revenue		
3. Transportation Fund		
4. Collections		
5. Other Funds (List Below)		
Education Fund	$18,000,000	$18,000,000
6 Local Funds		
7. TOTAL	**$18,000,000**	**$18,000,000**

C. Expenditure Impact Summary:		
1. Salaries, Wages and Benefits	$166,407	$174,728
2. Travel	$1,015	$1,015
3. Current Expenses		
4. Capital Outlay		
5. Other (Specify) Improve Math Proficiency in districts/charter	$17,832,578	$17,824,257
6. TOTAL	**$18,000,000**	**$18,000,000**

D. Impact in Future Years?

If no fiscal impact in first two years, indicate if there will be any impact in future years, and explain. Also, indicate any significant changes in fiscal impact beyond the first two years.(Use back side, if necessary.)

Prepared By	Title	Agency	Phone No.	Date
Cathy Dudley	MSP Budget and Property Tax Specialist	USOE	538-7667	February 13, 2007

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E. Identify Sections of the Bill That Will Generate the Additional Workload or Cost Increase

Lines 65-99 will require additional workload for the Utah State Office of Education (USOE). USOE will be required to establish criteria for evaluating the plans submitted by school districts and charter schools who which to participate in this program. USOE will have to provide deadlines, evaluate the plans, and allocate the funds.

F. Expenditure Impact Details ***(Ties to totals in Section C)***

List and document methodology and/or assumptions used in determining need for workload and cost increase.
List number, type, and step ranges of personnel required, including benefits.
List details of other impacted expenditure categories as shown in Section C.
List additional space requirements and cost associated with requirements of this bill.
(USE ATTACHMENTS IF NECESSARY.) The worksheet titled "Sample Budget" includes the breakdown for the $18 million that is appropriated. Included in those numbers would be one educational specialist (salary range $28.34-41.44) and support staff (office specialist, steps 29-49, salary range $10.68-$13.36). (See worksheet titled "Sample Budget" for detail on personnel costs.)
This substitute bill details what assessment is needed as well as intervention strategies, professional development, and encourages the use of technology and other interventions that enhance, extend, and remediate student learning. In addition, it provides for a third party to conduct an evaluation of the program annually for the first five years of the program and, after the initial five years, every three years.

G. No Fiscal Impact or Will Not Require Additional Appropriations?

Specify why this bill will have no fiscal impact on your agency or institution.
Specify how you will reallocate workloads, resources, or funding sources to eliminate need for additional appropriations. (USE ATTACHMENTS IF NECESSARY.)

H. If Bill Carries It's Own Appropriation:

Indicate if the amount appropriated is adequate to meet the purposes of the bill.
Are there future additional costs anticipated beyond the appropriation in the bill?

Until this program is evaluated to determine it's efficiency, the $18,000,000 as an ongoing appropriation is adequate.

I. Impact on Local Governments, Businesses, Associations, and Individuals

Specify requirements in the bill that drive the impact on local governments.
Indicate costs or savings that are ***DIRECT and MEASURABLE****. If direct and measurable data are not available, are there areas that potentially could have a fiscal impact? (USE ATTACHMENT IF NECESSARY.)*
Local School Districts/Charter Schools : A school district or charter school that chooses to participate in the program must submit to the state board a plan indicating how funds will be used to improve mathematics proficiency. This plan must include a variety of different items including a plan for assessment, intervention strategies, etc. If a school district or charter school does not comply with the requirements of this bill, they must repay all program funds received for that fiscal year. School districts and charter schools choosing to participate in the program may benefit by receiving state revenues to to support elementary math achievement programs for students.
Businesses and Associations :

Individuals :

Narrative Description of Bill : There is created the Elementary Mathematics Initiative Program to achieve the goal of student proficiency in mathematics by the end of elementary school. There is appropriated $18,000,000 as an ongoing budget item for this program.

This is a draft fiscal note response from the Utah State Office of Education (USOE) and may be revised in the future.
This fiscal note input draft does not imply endorsement of this bill by the State Board of Education or USOE.