



**SOUTH CAROLINA REVENUE AND FISCAL AFFAIRS OFFICE**  
**STATEMENT OF ESTIMATED FISCAL IMPACT**  
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<b>Bill Number:</b>	S. 0280	Introduced on January 8, 2019
<b>Author:</b>	Talley	
<b>Subject:</b>	Language Equality and Acquisition for Deaf Kids (LEAD-K) Act	
<b>Requestor:</b>	Senate Education	
<b>RFA Analyst(s):</b>	Wren	
<b>Impact Date:</b>	January 29, 2019	

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### **Fiscal Impact Summary**

This bill is expected to increase General Fund expenses of the State Department of Education (SDE) by a range of \$135,000 to \$137,000 in FY 2019-20 and a range of \$108,000 to \$110,000 in FY 2020-21 and each year thereafter. SDE indicates these expenses are necessary for assessments for deaf and hard of hearing children, training for parents, teacher training, substitute teachers, 0.5 FTE for the department, web resources, mailings, supplies, rental, and costs for sign language interpreters. The aforementioned ranges include \$1,800 for substitutes for teachers who attend required training. It is unclear if SDE or the local school districts will be responsible for expenses associated with substitute teachers. The bill may affect Federal Funds expenditures if SDE is required to use General Funds for expenses covered by Federal Funds currently.

The language in the bill is ambiguous as to the frequency of the required assessments for deaf and hard of hearing children. Depending upon the frequency of the assessments, local school districts could incur additional expenses. Additionally, the language in the bill is unclear as to whether SDE or local school districts will be responsible for expenses associated with substitute teachers. Therefore, the expenditure impact on local school districts is undetermined.

### **Explanation of Fiscal Impact**

#### **Introduced on January 8, 2019**

#### **State Expenditure**

This bill requires the State Board of Education and the State Department of Education (SDE) to select language developmental milestones for the purpose of developing a resource that parents of deaf and hard of hearing children may use to monitor and track the expressive and receptive language acquisition and developmental stages toward English literacy. SDE must also select existing tools or assessments for educators that can be used to assess the language and literacy development of deaf and hard of hearing children. SDE must also disseminate the parent resource to parents and guardians of deaf and hard of hearing children, disseminate the educator tools and assessments to local educational agencies, and assist deaf and hard of hearing children in becoming linguistically ready for kindergarten. The bill requires the Superintendent to establish an advisory committee to solicit input from experts on the selection of language developmental milestones for children who are deaf or hard of hearing. The advisory committee may not receive mileage or per diem. SDE must provide the advisory committee with a list of existing language developmental milestones from existing standardized norms before March 1, 2020. Before June 1, 2020, the advisory committee must recommend language developmental

milestones for selection, and SDE must inform the advisory committee of which language developmental milestones were selected before June 30, 2020. SDE must also produce a report before June 1, 2020, and annually thereafter, that is specific to language and literacy development of deaf and hard of hearing children, including those who also have other disabilities, relative to their peers who are not deaf or hard of hearing. All activities conducted with the implementation of this bill must be consistent with federal law regarding the education of children with disabilities and federal law regarding the privacy of pupil information. This bill applies only to children from birth to five years of age. Further, implementation of this bill is contingent upon appropriations from the General Assembly. If the provisions of the bill require SDE to expend funds, the General Assembly must appropriate sufficient funds to cover the associated expenses.

SDE indicates that expenses associated with this bill could be covered by existing Federal Funds awarded under the Individuals with Disabilities Education Act (IDEA). However, language in the bill requires the General Assembly to appropriate funds to cover expenses associated with the implementation of this bill. SDE indicates that if funds are appropriated, they would not be able to use Federal Funds because of federal regulations preventing supplanting of funds. Further, SDE indicates that expenses associated with formal assessments for deaf and hard of hearing children would total \$28,000 for initial assessment kits in FY 2019-20 and \$1,000 for additional assessment kits in FY 2020-21 and each year thereafter. Expenses associated with informal milestone measures and resources to train parents of deaf and hard of hearing children are expected to be \$28,000 in FY 2019-20 and each year thereafter. Training expenses are expected to be approximately \$34,000, which includes teacher training materials, vendor costs, and \$2,000 for substitute teachers. It is unknown if SDE or the local school districts will cover the expenses to employ substitute teachers. SDE anticipates the need for 0.5 FTE to assist with the provisions of this bill. Salary, fringe, and materials for the 0.5 FTE are expected to total \$41,000 in FY 2019-20 and each year thereafter. Web resources and mailings to parents are expected to be approximately \$2,000 in FY 2019-20 and each year thereafter. Meeting supplies, space rental, and expenses for sign language interpreters for advisory committee meetings are expected to total \$4,000 annually. Further, this bill may impact Federal Funds expenditures if SDE receives General Funds for expenses that may be covered by Federal Funds currently.

In summary, since it is unknown as to whether SDE or local school districts will be responsible for expenses associated with substitute teachers, this bill is expected to increase General Fund expenses of SDE by a range of \$135,000 to \$137,000 in FY 2019-20 and a range of \$108,000 to \$110,000 in FY 2020-21 and each year thereafter.

### **State Revenue**

N/A

### **Local Expenditure**

This bill requires the State Board of Education and the State Department of Education (SDE) to select language developmental milestones for the purpose of developing a resource that parents of deaf and hard of hearing children may use to monitor and track the expressive and receptive language acquisition and developmental stages toward English literacy.

SDE indicates that expenses for substitutes for teachers attending mandated training will be approximately \$2,000 annually beginning in FY 2019-20. It is unknown if SDE or the local school districts will be responsible for expenses to employ substitute teachers.

The language in the bill is ambiguous as to the frequency of the required assessments for deaf and hard of hearing children. Depending upon the frequency of the assessments, local school districts could incur additional expenses. However, the amount of additional expenses is unknown.

In summary, the expenditure impact on local school districts is undetermined.

**Local Revenue**

N/A



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Frank A. Rainwater, Executive Director