

**Department of Planning and Budget  
2025 General Assembly Session  
State Fiscal Impact Statement**

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ORIGINAL

**Bill Number:** HB2032 **Patron:** Reaser  
**Bill Title:** English language learner students; per-student funding add-on; report.

**Bill Summary:** Requires state-funded add-ons to be provided to support English language learner students and requires such add-ons to be calculated by multiplying (i) a weight set forth in the general appropriation act for each English language learner student by (ii) the basic aid per-pupil funding for each such student. The bill requires local funding obligations for such add-ons to be determined by the composite index of local ability-to-pay. The bill also requires the Department of Education to develop and implement a data collection process related to English language learner expenditures and student English proficiency levels and identify other options to support English language learners and provide a status report to the Joint Subcommittee on Elementary and Secondary Education Funding on its implementation and data collection efforts by September 1, 2025.

**Budget Amendment Necessary:** Yes **Items Impacted:** 125

**Explanation:** This bill makes a change to a calculation of funding provided to local school divisions through Direct Aid to Public Education, which could require additional funding beginning in FY26 and in future biennia. A budget language amendment would be required to implement the provisions of this bill. Any impact to local school divisions is indeterminate.

**Fiscal Summary:** At this time any fiscal impact to Direct Aid to Public Education is indeterminate and would depend on the weight set forth in the appropriation act, per the bill.

**General Fund Expenditure Impact:**

| <u>Agency</u>    | <u>FY2025</u> | <u>FY2026</u>        | <u>FY2027</u>        | <u>FY2028</u>        | <u>FY2029</u>        | <u>FY2030</u>        |
|------------------|---------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 201 (DOE)        | \$0           | \$0                  | \$0                  | \$0                  | \$0                  | \$0                  |
| 197 (Direct Aid) | \$0           | indeterminate        | indeterminate        | indeterminate        | indeterminate        | indeterminate        |
| <b>TOTAL</b>     | <b>\$0</b>    | <b>indeterminate</b> | <b>indeterminate</b> | <b>indeterminate</b> | <b>indeterminate</b> | <b>indeterminate</b> |

**Fiscal Analysis:** The bill requires that a state-funded add-on shall be provided to support each English Language Learner student based on a student weight set forth in the appropriation act. At this time, it is not possible to estimate the additional cost to implement this requirement, as it would be dependent on the actual weight set forth in the appropriation act. The bill also removes language directing that state funding be provided to support ratios of instructional positions to English language learner students based on a student's English proficiency level. The funded ratios of instructional positions are currently prescribed in budget language; therefore a budget language amendment would be required to change the funding methodology to a student add-on. The Governor's Introduced Budget, HB1600/SB800 provides \$228,451,867 general fund in

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FY26 for English Learner teachers based on the staffing ratio, which could be redirected towards the student add-on funding. Any actual impact is indeterminate and would depend on the budget language as amended.

Local school divisions would have to provide the local share required to match any additional state funds received based on each division's local composite index. The actual fiscal impact to local school divisions is indeterminate at this time.

The bill requires DOE to collect data from local school divisions related to English language learner expenditures and student proficiency levels. Student proficiency level data is already collected. In order to collect data about expenditures on English language learners, DOE would need to add a schedule to the Annual School Report data collection. The earliest divisions could begin reporting this data is fiscal year 2026. Local school divisions could experience significant impacts if they are not currently tracking all expenditures related to English language learners.

**Other:** None.