

Revised

Fiscal Note

2021-2022 Legislative Session

SF2952 - 3A - Teacher Shortage Reporting Requirements

Chief Author: **Zach Duckworth**
 Committee: **Education Finance And Policy**
 Date Completed: **3/21/2022 5:16:20 PM**
 Agency: **Prof Educator Licensing Std Bd**

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		
	Dollars in Thousands	FY2021	FY2022	FY2023	FY2024	FY2025
General Fund	-	-	135	135	135	135
Total	-	-	135	135	135	135
Biennial Total			135			270

Full Time Equivalent Positions (FTE)	Biennium			Biennium	
	FY2021	FY2022	FY2023	FY2024	FY2025
General Fund	-	-	1	1	1
Total	-	-	1	1	1

LBO Analyst's Comment

I have reviewed this fiscal note for reasonableness of content and consistency with the LBO's Uniform Standards and Procedures.

This fiscal note was revised to include the ongoing FTE for FY2025, which was originally incorrectly removed from the fiscal note table.

LBO Signature: Alyssa Holterman Rosas **Date:** 3/21/2022 5:16:20 PM
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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 Dollars in Thousands	Biennium			Biennium	
	FY2021	FY2022	FY2023	FY2024	FY2025
General Fund	-	-	135	135	135
Total	-	-	135	135	135
Biennial Total			135		270
1 - Expenditures, Absorbed Costs*, Transfers Out*					
General Fund	-	-	135	135	135
Total	-	-	135	135	135
Biennial Total			135		270
2 - Revenues, Transfers In*					
General Fund	-	-	-	-	-
Total	-	-	-	-	-
Biennial Total			-		-

Bill Description

Section 1 of the bill limits the teacher shortage definition to positions filled with very specific licensure types. Section 2 of the bill expands reporting requirements for districts to PELSB. Section 3 of the bill outlines requirements for the Teacher Supply and Demand Report.

Assumptions

It is assumed that Section 1 of the bill is an increase in data collection and analyst work. Some of the data is currently collected by the STAR report, but not disaggregated in the ways proposed in this bill. Additionally, there is a new category not yet collected through STAR "unfilled positions". This would require either an additional staff to work with districts to collect, aggregate, and report on this new data. PELSB calculates a teacher shortage annually, so this section would be required each year.

Sections 2 and 3 would occur on a biennial basis and would not need additional work other than what is addressed in Section 1.

Expenditure and/or Revenue Formula

1.0 FTE Data Management Specialist = \$135,000

Long-Term Fiscal Considerations

Local Fiscal Impact

Districts do not currently have a standardized system for collecting data on "unfilled" positions. This would be an added cost to districts who do not have this information readily available.

Additionally, Section 1 will remove nearly all licensure areas for the list of shortage areas in Minnesota, which would prevent Minnesota teacher preparation candidates from accessing the federal TEACH grants.

Revised

References/Sources

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