

HF378 - 0 - Paraprofessional Orientation and Training

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 Committee: Education Finance
 Date Completed: 2/23/2021 3:34:26 PM
 Agency: Education Department

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) Dollars in Thousands	Biennium			Biennium	
	FY2021	FY2022	FY2023	FY2024	FY2025
General Fund	-	15,194	15,194	15,194	15,194
Total	-	15,194	15,194	15,194	15,194
Biennial Total			30,388		30,388

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

LBO Analyst's Comment

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

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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		Biennium			Biennium	
Dollars in Thousands		FY2021	FY2022	FY2023	FY2024	FY2025
General Fund	-	15,194	15,194	15,194	15,194	15,194
Total	-	15,194	15,194	15,194	15,194	15,194
	Biennial Total		30,388			30,388
1 - Expenditures, Absorbed Costs*, Transfers Out*						
General Fund	-	15,194	15,194	15,194	15,194	15,194
Total	-	15,194	15,194	15,194	15,194	15,194
	Biennial Total		30,388			30,388
2 - Revenues, Transfers In*						
General Fund	-	-	-	-	-	-
Total	-	-	-	-	-	-
	Biennial Total		-			-

Bill Description

This bill language requires that school districts annually provide a minimum of 16 hours of training to paraprofessionals, Title I aides and other non-licensed instructional support staff.

The training must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of initial training outlined in section 120B.363, subdivision 3. A school administrator must provide an annual certification of compliance with this requirement to the commissioner.

Assumptions

MDE divisions currently have the staffing and resources to manage an annual certification of compliance by school districts of completing this requirement, probably added to an existing annual certification in MDE or PELSB. There is no fiscal impact to MDE. MDE currently has an annual certification as part of an annual Statement of Assurances for special education, and certification for non-licensed staff may be managed in another annual certification.

The bill does not differentiate part-time from full-time staff. It is assumed all paraprofessionals, Title I aides and instructional support staff, regardless of FTE appointment, will require 16 or more hours of training.

The bill language proposes a minimum of 16 hours of training, and for purposes of the fiscal calculation it will be assumed that school districts will provide the minimum training of 16 hours.

Finalized data on the number of special education paraprofessionals is only available for 2019-2020.

- A 2.5% annual increase in average salary and benefit expense will be assumed, based on a state wage data growth index.

- The average salary and fringe expense for a special education paraprofessional in 2019-2020 was \$23.47, and will be assumed to be \$24.66 for 2021-2022.

- This salary and benefit expense is assumed to be the same for special education paraprofessionals, Title I aides and instructional support staff as all three classes are non-licensed staff in school districts usually in the same bargaining unit.

The number of paraprofessionals, Title I aides and instructional support staff is assumed to be the same as in the 2018-2019 school year. Data on the number of non-licensed staff was only available for special education paraprofessionals at the time of this fiscal note. Data on Title 1 aides and other instructional support staff was only available in FTE's. For purposes of the calculation it is assumed that state total FTE's are equal to the number of individual Title I aides and instructional support staff. In addition, it is assumed that special education paraprofessionals, Title I aides and instructional support staff are mutually exclusive and unduplicated in terms of counting the number of staff.

Expenditure and/or Revenue Formula

		FY22	FY23	FY24	FY25
1	# of Special Ed Paraprofessionals	34,204	34,204	34,204	34,204
2	# of Title 1 Aides	1,295	1,295	1,295	1,295
3	# of other Instructional Support Staff	3,008	3,008	3,008	3,008
4	Total # of staff (line 1 + line 2 + line 3)	38,507	38,507	38,507	38,507
5					
6	Average hourly wage	\$24.66	\$24.66	\$24.66	\$24.66
7	Hours of professional development	16	16	16	16
8	Total cost (line 4 * line 5 * line 6)	\$ 15,193,322	\$ 15,193,322	\$ 15,193,322	\$ 15,193,322

Long-Term Fiscal Considerations

1. Possible changes in the numbers of special education paraprofessionals, Title I aides and instructional support staff;
2. Annual increases in the average salary and benefit expense of special education paraprofessionals, Title I aides and instructional support staff; and
3. School districts may seek to provide more than 16 hours of training depending on local level needs and priorities

Local Fiscal Impact

N/A

References/Sources

2019-2020 Special Education Paraprofessional FTE, Count and Expense (Paul Ferrin, 2/19/2021)

19-20								
Desc	Service Type	FTEs	Hours	Expenditures	Est. Head Count	Est. Fringe	Est. Expenditures w Fringe	Est. Ave. Per Hour w Fringe
Para/PCA	Employee	14,008	19,697,012	359,484,316	25,240	107,845,295	467,329,610	\$23.73
	Contracted	48	67,219	1,633,895	117	-	1,633,895	\$24.31
Para/PCA Total		14,056	19,764,231	361,118,210	25,357	107,845,295	468,963,505	\$23.73
1-to-1 Para	Employee	2,967	4,115,275	71,402,261	5,938	21,420,678	92,822,939	\$22.56

	Contracted	17	23,084	422,749	29	-	422,749	\$18.31
1-to-1 Para Total		2,984	4,138,359	71,825,009	5,967	21,420,678	93,245,687	\$22.53
Sub Para	Employee	240	325,186	4,687,362	2,458	1,406,209	6,093,570	\$18.74
	Contracted	123	164,589	4,185,845	422	-	4,185,845	\$25.43
Sub Para Total		362	489,774	8,873,207	2,880	1,406,209	10,279,415	\$20.99
Grand Total		17,402	24,392,364	441,816,426	34,204	130,672,181	572,488,608	\$23.47

Notes:

- The “FTEs”, “Hours” and “Expenditures” all come from directly from SEDRA.
- SEDRA does not track the actual number of people serving as paras (i.e., “Est. Head Count”). Calculating an actual head count would involve somewhat manually going through each of the 40,000+ para lines in SEDRA to come up with an unduplicated list of para names.
- We assumed 30% fringe to the total expenditure amount for paras employed directly by the LEA (The “Est. Fringe” column.)
- The “Est. Expenditures w Fringe” column is simply the actual SEDRA expenditures (“Expenditures” column) plus the assumed fringe (“Est. Fringe” column).
- The “Est. Ave. Per Hour w Fringe” is simply the “Est. Expenditures w Fringe” column divided by the “Hours” column.

We included the data on substitute paras, even though the language in H.F. 378 is not clear on whether or not they would be required to complete the 16 hours of paid training.

The 2018-2019 state total FTE’s for Title I aides and instructional support staff was drawn from the PELSB data files available at: <https://public.education.mn.gov/MDEAnalytics/PELSB.jsp?TOPICID=437>

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