

LEGISLATIVE BUDGET BOARD
Austin, Texas

FISCAL NOTE, 85TH LEGISLATIVE REGULAR SESSION

March 27, 2017

TO: Honorable Dan Huberty, Chair, House Committee on Public Education

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: HB2209 by González, Mary (Relating to improving training and staff development for primary and secondary educators to enable them to more effectively serve all students.),
As Introduced

Estimated Two-year Net Impact to General Revenue Related Funds for HB2209, As Introduced: a negative impact of (\$332,088) through the biennium ending August 31, 2019.

The bill would make no appropriation but could provide the legal basis for an appropriation of funds to implement the provisions of the bill.

General Revenue-Related Funds, Five-Year Impact:

Fiscal Year	Probable Net Positive/(Negative) Impact to General Revenue Related Funds
2018	(\$174,044)
2019	(\$158,044)
2020	(\$158,044)
2021	(\$158,044)
2022	(\$158,044)

All Funds, Five-Year Impact:

Fiscal Year	Probable Savings/(Cost) from General Revenue Fund	Change in Number of State Employees from FY 2017
2018	(\$174,044)	2.0
2019	(\$158,044)	2.0
2020	(\$158,044)	2.0
2021	(\$158,044)	2.0
2022	(\$158,044)	2.0

Fiscal Analysis

The bill would amend the Education Code related to educator preparation requirements. The bill would require the State Board for Educator Certification (SBEC) to specify certain educator knowledge and practices, particularly with regard to students with disabilities. The bill would

require minimum qualifications to include basic knowledge of each disability category under the Individuals with Disabilities Education Act (IDEA), competency with the use of evidence-based inclusive instructional practices, and appropriate adaptation strategies.

The bill would require educator preparation programs to use a universal design for learning framework integrating inclusion for all students as a requirement for approval or renewal of approval. The bill would require student achievement of all students, including students with disabilities, to be included as part the accountability indicators for educator preparation programs. The bill would require centers offering field-based educator preparation programs to design practices applicable to all students, including students with disabilities.

The bill would require educator preparation programs to provide information to all candidates of the skills and responsibilities required of teachers with regard to all students, including students with disabilities, and expectations for student performance with regard to all students. The bill would require principal certification requirements to include instructional leadership with regard to the ability to create an inclusive school environment and to foster parent involvement. The bill would require the field-based experience of a candidate for teacher certification to include instruction or educational activities involving a diverse student population that includes students with disabilities to the extent practicable.

The bill would amend staff development requirements to be evidence-based as defined by the Every Student Succeeds Act and to require use of a universal design for learning framework. The bill would require a school district to provide this training to any educator who work primarily outside the area of special education regardless of whether the training is provided at the campus or district level. The bill would require school districts to consult with certain individuals in the design of the training.

The bill would take effect September 1, 2017.

Methodology

This analysis assume the Texas Education Agency (TEA) would require two full-time equivalent (FTE) positions to implement the provisions of the bill. The estimated costs of the FTEs, including, salary, benefits, and other operating expenses, would be \$174,044 in fiscal year 2018 and \$158,044 in subsequent years.

According to TEA, the FTEs would work with the State Board for Educator Certification (SBEC) and SBEC-appointed advisory committees to revise the 60 sets of educator standards and to assist SBEC in adopting new standards into administrative rule and into the various certification examinations. The bill would require SBEC to make changes to the minimum academic requirements for a certificate and field-based experiences, the requirements for approval and renewal of educator preparation programs (EPPS), the requirements for continuing professional development, and the requirements for principal certification. The bill would also require the TEA to ensure that all EPPs adopt any new rules adopted by SBEC resulting from changes to educator standards and requirements. The two FTEs would assist with all SBEC-related activities associated with the provisions of the bill.

Local Government Impact

The bill would require significant changes to educator standards and requirements which would result in costs for school districts, charter schools, county districts, education service centers, community colleges, public universities, and institutions of higher education; however, these

costs would vary considerably among entities.

The bill would require educator preparation programs (EPPs) to hire additional staff to modify curriculum and teach additional courses to meet the new requirements. According to the Texas Education Agency, this would result in a cost of approximately \$8 million each fiscal year if every EPP hired an additional full-time equivalent position to assist in this process (\$61,216 per FTE x 139 EPPs).

School districts and charters may incur costs to hire additional staff to develop and update training, or hire other entities to provide updated training, to comply with the provisions of the bill. According to TEA, this would result in a cost of approximately \$9 million each fiscal year. The estimated training cost assumes that 200,000 staff, half of the state's professional staff in school year 2015-16, would register for a workshop offered by an education service center at a cost of \$45 per staff (200,000 staff x \$45 per staff).

TEA also expects school districts and charter schools would incur significant costs associated with staff development, curriculum development, and lesson plan updates. These costs would occur in the first year of implementation of revised standards adopted by SBEC. According to information provided by TEA, these costs may be as much as \$10,000 per campus. To the extent that districts and charters could not share such costs between campuses, this requirement could pose a significant cost for districts and charter schools.

Source Agencies: 701 Texas Education Agency

LBB Staff: UP, THo, AM, AW