

SENATE AMENDMENTS

2nd Printing

By: Patrick, Branch

H.B. No. 3468

A BILL TO BE ENTITLED

AN ACT

relating to the assessment of public school students for college readiness and developmental education courses to prepare students for college-level coursework.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter A, Chapter 28, Education Code, is amended by adding Section 28.0141 to read as follows:

Sec. 28.0141. STUDY AND REPORT ON EARLY COLLEGE READINESS ASSESSMENTS. (a) The agency, in consultation with the Texas Higher Education Coordinating Board, shall conduct a study of best practices for and existing programs offering early assessments of high school students in order to determine college readiness, identify any deficiencies in college readiness, and provide intervention to address any deficiencies before high school graduation. In conducting the study, the agency, in consultation with the coordinating board, shall review:

(1) various assessments, including end-of-course assessment instruments under Section 39.023(c), each assessment currently used under Section 57.3062, and any assessment being proposed as a statewide model by the coordinating board under Section 51.3062(v), for identifying students who need additional assistance in preparing for college;

(2) various early intervention models, including:

(A) summer bridge programs;

1 (B) college preparatory courses for credit
2 toward high school graduation;

3 (C) developmental education programs, including
4 college readiness programs under Section 39.234, and college study
5 skills courses; and

6 (D) dual credit courses;

7 (3) the costs associated with different assessments
8 and early intervention models; and

9 (4) the effectiveness of different assessments and
10 early intervention models in preparing students for college
11 coursework for which course credit may be earned.

12 (b) Not later than December 1, 2012, the agency, in
13 consultation with the Texas Higher Education Coordinating Board,
14 public institutions of higher education, and school districts,
15 shall submit to the governor, the lieutenant governor, the speaker
16 of the house of representatives, and the presiding officer of each
17 legislative standing committee with primary jurisdiction over
18 primary and secondary education, higher education, or state
19 appropriations a written report that contains recommendations for
20 promoting and implementing early assessments of college readiness
21 that are of a diagnostic nature and early intervention models for
22 preparing high school students for college coursework for which
23 course credit may be earned.

24 (c) This section expires January 1, 2013.

25 SECTION 2. Subchapter H, Chapter 29, Education Code, is
26 amended by adding Section 29.2531 to read as follows:

27 Sec. 29.2531. ADULT EDUCATION ASSESSMENT. The Texas

1 Education Agency shall, in consultation with the Texas Higher
2 Education Coordinating Board, review the standardized assessment
3 mechanism required under Section 29.252(a)(8) and recommend any
4 changes necessary to align the assessment with the assessments
5 designated under Section 51.3062 to allow for the proper placement
6 of a student in an adult basic education course or to provide the
7 student with the proper developmental or English as a second
8 language coursework, as appropriate.

9 SECTION 3. Section 51.3062, Education Code, is amended by
10 adding Subsections (t), (t-1), (u), (v), and (w) to read as follows:

11 (t) To allow a student to complete any necessary
12 developmental coursework in the most efficient and cost-effective
13 manner, the board shall encourage institutions of higher education
14 to offer various types of developmental coursework that address
15 various levels of deficiency in readiness to perform college
16 coursework for which course credit may be earned, as determined on
17 the basis of assessments as described by Subsection (f). The types
18 of developmental coursework may include:

- 19 (1) course-based programs;
20 (2) non-course-based programs, such as advising
21 programs;
22 (3) module format programs;
23 (4) competency-based education programs; and
24 (5) programs under which the student is pairing or
25 taking concurrently a developmental education course and another
26 course in the same subject area for which course credit may be
27 earned.

1 (t-1) The board may adopt rules as necessary to implement
2 Subsection (t).

3 (u) The board, in consultation with institutions of higher
4 education, shall use evidence-based studies and existing data to
5 study and analyze:

6 (1) assessment instruments that are currently used or
7 could be used by institutions to comply with this section,
8 including the diagnostic reliability and cost-effectiveness of
9 those assessment instruments;

10 (2) differentiated placements for developmental
11 coursework based on a student's demonstrated proficiencies or
12 deficiencies in readiness to perform college coursework for which
13 course credit may be earned, as determined on the basis of
14 assessments as described by Subsection (f), including the extent to
15 which various types of placements result in or serve efficient,
16 cost-effective, and successful developmental education;

17 (3) whether the funding formulas under Subsection (m)
18 and under Section 61.059, as applied to developmental coursework,
19 result in or serve efficient and cost-effective implementation of
20 successful developmental education; and

21 (4) whether any of the nonapplicability categories
22 under Subsection (r) should be retained.

23 (v) Not later than December 1, 2012, the board shall submit
24 a written report based on the study under Subsection (u) to the
25 governor, lieutenant governor, speaker of the house of
26 representatives, and presiding officer of each legislative
27 standing committee with primary jurisdiction over higher education

1 or state appropriations recommending, to the extent practicable, a
2 statewide diagnostic standard assessment instrument for purposes
3 of this section that allows for:

4 (1) accurate diagnosis and targeted intervention for
5 students who are identified as requiring developmental coursework;

6 (2) appropriate placement to provide the type and
7 level of developmental coursework that allow a student to receive
8 developmental education in the most efficient, cost-effective, and
9 successful manner; and

10 (3) the most effective use of formula funding with
11 regard to developmental coursework targeted to students' needs.

12 (w) Subsections (u) and (v) and this subsection expire
13 January 1, 2013.

14 SECTION 4. Section 61.059, Education Code, is amended by
15 adding Subsection (b-1) to read as follows:

16 (b-1) The board shall include in its periodic review of
17 formulas under Subsection (b) recommendations for changes in
18 funding formulas for developmental education programs based on the
19 results of the study conducted under Section 51.3062(u) and the
20 report submitted under Section 51.3062(v). This subsection expires
21 January 1, 2015.

22 SECTION 5. The change in law made by this Act to Section
23 61.059, Education Code, applies beginning with periodic reviews
24 submitted on or after December 1, 2012.

25 SECTION 6. This Act takes effect immediately if it receives
26 a vote of two-thirds of all the members elected to each house, as
27 provided by Section 39, Article III, Texas Constitution. If this

H.B. No. 3468

1 Act does not receive the vote necessary for immediate effect, this
2 Act takes effect September 1, 2011.

ADOPTED

MAY 25 2011

Atty. Gen.
Secretary of the Senate

By: Patrick/Shapiro

H.B. No. 3468

Substitute the following for H.B. No. 3468:

By: Arvonne Brazier

C.S.H.B. No. 3468

A BILL TO BE ENTITLED

1

AN ACT

2 relating to high school readiness, to the assessment of public
3 school students for college readiness and developmental education
4 courses to prepare students for college-level coursework, and to
5 teacher certification to teach at certain grade levels in public
6 school.

7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

8 SECTION 1. Section 21.041, Education Code, is amended by
9 adding Subsections (e), (f), (f-1), and (f-2) to read as follows:

10 (e) In proposing rules under Subsection (b)(2), the board
11 shall ensure that a person seeking to teach a subject in the
12 foundation curriculum under Section 28.002(a)(1) at the seventh
13 grade level or above is required to hold a certificate that
14 indicates the person's mastery of the specific subject taught. To
15 achieve this result, the board shall not issue a generalist
16 certificate that authorizes a person to teach a subject in the
17 foundation curriculum under Section 28.002(a)(1) at the seventh
18 grade level or above.

19 (f) Subsection (e) applies to initial certificates issued
20 on or after September 1, 2013. Subsection (e) does not affect the
21 validity of a certificate issued before that date or the
22 eligibility of a person holding such a certificate for subsequent
23 renewals of the certificate in accordance with board rules.

24 (f-1) In implementing Subsection (e), the board shall

1 ensure that the subject area examinations administered to persons
2 seeking certificates at the seventh grade level and above in
3 English language arts, mathematics, science, or social studies are
4 at least as rigorous as the examinations administered before
5 September 1, 2013, to persons seeking grades 8-12 certificates to
6 teach in those subject areas.

7 (f-2) Subsection (f-1) and this subsection expire September
8 1, 2013.

9 SECTION 2. Section 21.4551, Education Code, is amended by
10 adding Subsection (b-1) to read as follows:

11 (b-1) In addition to the components described by Subsection
12 (b), the commissioner shall ensure that each academy developed and
13 made available under this section includes a component on providing
14 students with writing instruction.

15 SECTION 3. Subchapter A, Chapter 28, Education Code, is
16 amended by adding Section 28.0141 to read as follows:

17 Sec. 28.0141. STUDY AND REPORT ON EARLY COLLEGE READINESS
18 ASSESSMENTS. (a) The agency, in consultation with the Texas Higher
19 Education Coordinating Board, shall conduct a study of best
20 practices for and existing programs offering early assessments of
21 high school students in order to determine college readiness,
22 identify any deficiencies in college readiness, and provide
23 intervention to address any deficiencies before high school
24 graduation. In conducting the study, the agency, in consultation
25 with the coordinating board, shall review:

26 (1) various assessments, including end-of-course
27 assessment instruments under Section 39.023(c), each assessment

1 currently used under Section 51.3062, and any assessment being
2 proposed as a statewide model by the coordinating board under
3 Section 51.3062(v), for identifying students who need additional
4 assistance in preparing for college;

5 (2) various early intervention models, including:

6 (A) summer bridge programs;

7 (B) college preparatory courses for credit
8 toward high school graduation;

9 (C) developmental education programs, including
10 college readiness programs under Section 39.234, and college study
11 skills courses; and

12 (D) dual credit courses;

13 (3) the costs associated with different assessments
14 and early intervention models; and

15 (4) the effectiveness of different assessments and
16 early intervention models in preparing students for college
17 coursework for which course credit may be earned.

18 (b) Not later than December 1, 2012, the agency, in
19 consultation with the Texas Higher Education Coordinating Board,
20 public institutions of higher education, and school districts,
21 shall submit to the governor, the lieutenant governor, the speaker
22 of the house of representatives, and the presiding officer of each
23 legislative standing committee with primary jurisdiction over
24 primary and secondary education, higher education, or state
25 appropriations a written report that contains recommendations for
26 promoting and implementing early assessments of college readiness
27 that are of a diagnostic nature and early intervention models for

1 preparing high school students for college coursework for which
2 course credit may be earned.

3 (c) This section expires January 1, 2013.

4 SECTION 4. Subchapter A, Chapter 28, Education Code, is
5 amended by adding Section 28.015 to read as follows:

6 Sec. 28.015. HIGH SCHOOL READINESS PILOT PROGRAM. (a) The
7 agency shall develop and implement a high school readiness pilot
8 program under which:

9 (1) a participating school with students enrolled at
10 the sixth, seventh, and eighth grade levels shall enroll all
11 students at those levels in a student advisory class; and

12 (2) a participating high school shall provide annual
13 high school orientation sessions for parents of students who are
14 enrolled at the sixth, seventh, and eighth grade levels in the high
15 school's attendance zone.

16 (b) An application to participate in the program may be
17 submitted by an individual school or by a school district on behalf
18 of multiple schools located in the district. To be eligible to
19 participate in the component of the program described by Subsection
20 (a)(1), a school must:

21 (1) be a school for which the district in which the
22 school is located receives funding under Title I of the Elementary
23 and Secondary Education Act of 1965 (20 U.S.C. Section 6301 et seq.)
24 or be a school that, as determined by the commissioner, is a
25 low-performing school under Chapter 39 or has a high percentage of
26 students who are at risk of dropping out of school, as defined by
27 Section 29.081(d); and

1 (2) have students enrolled at the seventh and eighth
2 grade levels.

3 (c) The agency shall develop standards and guidelines for
4 the student advisory class. The standards and guidelines must:

5 (1) at a minimum, require that the class provide
6 instruction about:

7 (A) school culture;

8 (B) school procedures;

9 (C) test-taking skills;

10 (D) study skills;

11 (E) positive academic behaviors;

12 (F) civic and community responsibility; and

13 (G) high school and college readiness;

14 (2) permit the class to be offered as an electronic
15 course through the state virtual school network under Chapter 30A;
16 and

17 (3) provide that the class be taught, if practicable,
18 by an educator who does not instruct the enrolled students in other
19 coursework.

20 (d) The agency shall develop standards and guidelines for
21 the high school orientation session. An orientation session must:

22 (1) prepare a parent for the transition to high school
23 of the parent's child;

24 (2) allow a parent to meet and interact with high
25 school teachers and administrators;

26 (3) provide a parent with information regarding:

27 (A) high school curriculum, including the

1 curriculum requirements for the minimum, recommended, and advanced
2 high school programs under Section 28.025; and

3 (B) high school options available to the parent's
4 child, including any high school magnet programs, academies, or
5 similar special programs available in the district;

6 (4) address the role of the parent in assisting the
7 parent's child in performing successfully in high school; and

8 (5) provide a parent with a written document that
9 addresses frequently asked questions from parents regarding the
10 transition to high school.

11 SECTION 5. Subsection (d), Section 29.081, Education Code,
12 is amended to read as follows:

13 (d) For purposes of this section, "student at risk of
14 dropping out of school" includes each student who is under 21 years
15 of age and who:

16 (1) was not advanced from one grade level to the next
17 for one or more school years;

18 (2) if the student is in grade 6, 7, 8, 9, 10, 11, or
19 12, did not maintain an average equivalent to 70 on a scale of 100 in
20 two or more subjects in the foundation curriculum during a semester
21 in the preceding or current school year or is not maintaining such
22 an average in two or more subjects in the foundation curriculum in
23 the current semester;

24 (3) did not perform satisfactorily on an assessment
25 instrument administered to the student under Subchapter B, Chapter
26 39, and who has not in the previous or current school year
27 subsequently performed on that instrument or another appropriate

1 instrument at a level equal to at least 110 percent of the level of
2 satisfactory performance on that instrument;

3 (4) if the student is in prekindergarten,
4 kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on
5 a readiness test or assessment instrument administered during the
6 current school year;

7 (5) is pregnant or is a parent;

8 (6) has been placed in an alternative education
9 program in accordance with Section 37.006 during the preceding or
10 current school year;

11 (7) has been expelled in accordance with Section
12 37.007 during the preceding or current school year;

13 (8) is currently on parole, probation, deferred
14 prosecution, or other conditional release;

15 (9) was previously reported through the Public
16 Education Information Management System (PEIMS) to have dropped out
17 of school;

18 (10) is a student of limited English proficiency, as
19 defined by Section 29.052;

20 (11) is in the custody or care of the Department of
21 Protective and Regulatory Services or has, during the current
22 school year, been referred to the department by a school official,
23 officer of the juvenile court, or law enforcement official;

24 (12) is homeless, as defined by 42 U.S.C. Section
25 11302, and its subsequent amendments; or

26 (13) resided in the preceding school year or resides
27 in the current school year in a residential placement facility in

1 the district, including a detention facility, substance abuse
2 treatment facility, emergency shelter, psychiatric hospital,
3 halfway house, or foster group home.

4 SECTION 6. Subchapter C, Chapter 29, Education Code, is
5 amended by adding Section 29.100 to read as follows:

6 Sec. 29.100. EARLY IDENTIFICATION AND INTERVENTION. (a)
7 Each year a school with students enrolled at the sixth, seventh, or
8 eighth grade level shall:

9 (1) identify the students at each of those grade
10 levels who are at risk of dropping out of school, as defined by
11 Section 29.081(d), or who are likely to become at risk of dropping
12 out of school, as determined in accordance with rules adopted by the
13 commissioner; and

14 (2) determine the specific interventions that the
15 school will use to address the needs of students at each of those
16 grade levels who are at risk of dropping out of school, as defined
17 by Section 29.081(d).

18 (b) Not later than July 1 of each year, a school with
19 students enrolled at a grade level from which students are promoted
20 to high school must provide each high school to which students at
21 the school are promoted with:

22 (1) the names of students entering the high school at
23 the beginning of the next school year that have been identified
24 under Subsection (a)(1); and

25 (2) if applicable, the specific interventions used
26 with each student named under Subdivision (1).

27 (c) The commissioner shall adopt rules necessary to

1 implement this section.

2 SECTION 7. Subchapter H, Chapter 29, Education Code, is
3 amended by adding Section 29.2531 to read as follows:

4 Sec. 29.2531. ADULT EDUCATION ASSESSMENT. The Texas
5 Education Agency shall, in consultation with the Texas Higher
6 Education Coordinating Board, review the standardized assessment
7 mechanism required under Section 29.252(a)(8) and recommend any
8 changes necessary to align the assessment with the assessments
9 designated under Section 51.3062 to allow for the proper placement
10 of a student in an adult basic education course or to provide the
11 student with the proper developmental or English as a second
12 language coursework, as appropriate.

13 SECTION 8. Subsection (c-1), Section 42.152, Education
14 Code, is amended to read as follows:

15 (c-1) Notwithstanding Subsection (c), funds allocated under
16 this section may be used to fund in proportion to the percentage of
17 students served by the program that meet the criteria in Section
18 29.081(d) or (g):

19 (1) an accelerated reading instruction program under
20 Section 28.006(g); [~~or~~]

21 (2) a program for treatment of students who have
22 dyslexia or a related disorder as required by Section 38.003; or

23 (3) an extended learning time program grounded in
24 practices that are proven effective in improving student retention
25 and performance and in preparing students for future college and
26 career readiness.

27 SECTION 9. Section 51.3062, Education Code, is amended by

1 adding Subsections (t), (t-1), (u), (v), and (w) to read as follows:

2 (t) To allow a student to complete any necessary
3 developmental coursework in the most efficient and cost-effective
4 manner, the board shall encourage institutions of higher education
5 to offer various types of developmental coursework that address
6 various levels of deficiency in readiness to perform college
7 coursework for which course credit may be earned, as determined on
8 the basis of assessments as described by Subsection (f). The types
9 of developmental coursework may include:

- 10 (1) course-based programs;
11 (2) non-course-based programs, such as advising
12 programs;
13 (3) module format programs;
14 (4) competency-based education programs; and
15 (5) programs under which the student is pairing or
16 taking concurrently a developmental education course and another
17 course in the same subject area for which course credit may be
18 earned.

19 (t-1) The board may adopt rules as necessary to implement
20 Subsection (t).

21 (u) The board, in consultation with institutions of higher
22 education, shall use evidence-based studies and existing data to
23 study and analyze:

- 24 (1) assessment instruments that are currently used or
25 could be used by institutions to comply with this section,
26 including the diagnostic reliability and cost-effectiveness of
27 those assessment instruments;

1 (2) differentiated placements for developmental
2 coursework based on a student's demonstrated proficiencies or
3 deficiencies in readiness to perform college coursework for which
4 course credit may be earned, as determined on the basis of
5 assessments as described by Subsection (f), including the extent to
6 which various types of placements result in or serve efficient,
7 cost-effective, and successful developmental education;

8 (3) whether the funding formulas under Subsection (m)
9 and under Section 61.059, as applied to developmental coursework,
10 result in or serve efficient and cost-effective implementation of
11 successful developmental education; and

12 (4) whether any of the nonapplicability categories
13 under Subsection (r) should be retained.

14 (v) Not later than December 1, 2012, the board shall submit
15 a written report based on the study under Subsection (u) to the
16 governor, lieutenant governor, speaker of the house of
17 representatives, and presiding officer of each legislative
18 standing committee with primary jurisdiction over higher education
19 or state appropriations recommending, to the extent practicable, a
20 statewide diagnostic standard assessment instrument for purposes
21 of this section that allows for:

22 (1) accurate diagnosis and targeted intervention for
23 students who are identified as requiring developmental coursework;

24 (2) appropriate placement to provide the type and
25 level of developmental coursework that allow a student to receive
26 developmental education in the most efficient, cost-effective, and
27 successful manner; and

1 (3) the most effective use of formula funding with
2 regard to developmental coursework targeted to students' needs.

3 (w) Subsections (u) and (v) and this subsection expire
4 January 1, 2013.

5 SECTION 10. Section 61.059, Education Code, is amended by
6 adding Subsection (b-1) to read as follows:

7 (b-1) The board shall include in its periodic review of
8 formulas under Subsection (b) recommendations for changes in
9 funding formulas for developmental education programs based on the
10 results of the study conducted under Section 51.3062(u) and the
11 report submitted under Section 51.3062(v). This subsection expires
12 January 1, 2015.

13 SECTION 11. The commissioner of education shall implement
14 Subsection (b-1), Section 21.4551, Education Code, as added by this
15 Act, beginning with reading academies offered on or after January
16 1, 2012.

17 SECTION 12. The Texas Education Agency shall develop
18 standards and guidelines for the student advisory class and high
19 school orientation session in compliance with Section 28.015,
20 Education Code, as added by this Act, as soon as possible after the
21 effective date of this Act. The agency shall fully implement the
22 pilot program required by Section 28.015, Education Code, as added
23 by this Act, not later than the 2012-2013 school year.

24 SECTION 13. Section 29.100, Education Code, as added by
25 this Act, applies beginning with the 2012-2013 school year.

26 SECTION 14. The changes in law made by this Act to Sections
27 21.041, 29.081, and 42.152, Education Code, apply beginning with

1 the 2011-2012 school year.

2 SECTION 15. The change in law made by this Act to Section
3 61.059, Education Code, applies beginning with periodic reviews
4 submitted on or after December 1, 2012.

5 SECTION 16. This Act takes effect immediately if it
6 receives a vote of two-thirds of all the members elected to each
7 house, as provided by Section 39, Article III, Texas Constitution.
8 If this Act does not receive the vote necessary for immediate
9 effect, this Act takes effect September 1, 2011.

LEGISLATIVE BUDGET BOARD

Austin, Texas

FISCAL NOTE, 82ND LEGISLATIVE REGULAR SESSION

May 26, 2011

TO: Honorable Joe Straus, Speaker of the House, House of Representatives

FROM: John S O'Brien, Director, Legislative Budget Board

IN RE: HB3468 by Patrick, Diane (Relating to high school readiness, to the assessment of public school students for college readiness and developmental education courses to prepare students for college-level coursework, and to teacher certification to teach at certain grade levels in public school.), **As Passed 2nd House**

No significant fiscal implication to the State is anticipated.

The bill would require the Texas Education Agency (TEA), in coordination with the Texas Higher Education Coordinating Board (THECB), to conduct a study of best practices related to college readiness and submit a related report to the Legislature and the Governor.

The bill would require TEA and THECB to review the standardized adult basic education assessment and recommend changes.

The bill would establish a high school readiness pilot program requiring that schools with students in grades 6, 7, and 8 enroll those students in a student advisory class. Under the program, participating high schools would be required to provide annual high school orientation sessions for parents of students enrolled in grades 6, 7, and 8 in the high school's attendance zone. The bill would direct the Texas Education Agency (TEA) to develop standards for both the student advisory class and the high school orientation session.

The bill would allow for expenditures on extended learning programs from funds received through the Foundation School Program's Compensatory Education Allotment.

The cost of implementing the provisions of the bill is not estimated to be significant.

Local Government Impact

Schools meeting certain eligibility requirements could participate in the high school readiness pilot program.

Effective for the 2012-13 school year, the bill would require school districts to identify annually students enrolled in grades 6, 7, or 8 who are at risk of dropping out of school or likely to become at risk of dropping out and to provide each high school to which students would be promoted a list of students scheduled to enter the high school in the following school year who have been identified and the specific interventions used to address needs of students at risk of dropping out.

The bill would allow for expenditures by school districts on extended learning programs from funds received through the Foundation School Program's Compensatory Education Allotment.

Source Agencies: 701 Central Education Agency, 781 Higher Education Coordinating Board

LBB Staff: JOB, LXH, KK, JGM, JSc

LEGISLATIVE BUDGET BOARD

Austin, Texas

FISCAL NOTE, 82ND LEGISLATIVE REGULAR SESSION

May 18, 2011

TO: Honorable Florence Shapiro, Chair, Senate Committee on Education

FROM: John S O'Brien, Director, Legislative Budget Board

IN RE: HB3468 by Patrick, Diane (Relating to high school readiness, to the assessment of public school students for college readiness and developmental education courses to prepare students for college-level coursework, and to teacher certification to teach at certain grade levels in public school.), **Committee Report 2nd House, Substituted**

No significant fiscal implication to the State is anticipated.

The bill would require the Texas Education Agency (TEA), in coordination with the Texas Higher Education Coordinating Board (THECB), to conduct a study of best practices related to college readiness and submit a related report to the Legislature and the Governor.

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Local Government Impact

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The bill would allow for expenditures by school districts on extended learning programs from funds received through the Foundation School Program's Compensatory Education Allotment.

Source Agencies: 701 Central Education Agency, 781 Higher Education Coordinating Board

LBB Staff: JOB, LXH, KK, JGM, JSc

LEGISLATIVE BUDGET BOARD
Austin, Texas

FISCAL NOTE, 82ND LEGISLATIVE REGULAR SESSION

May 10, 2011

TO: Honorable Florence Shapiro, Chair, Senate Committee on Education

FROM: John S O'Brien, Director, Legislative Budget Board

IN RE: HB3468 by Patrick, Diane (Relating to the assessment of public school students for college readiness and developmental education courses to prepare students for college-level coursework.), **As Engrossed**

No significant fiscal implication to the State is anticipated.

The bill would require the Texas Education Agency (TEA), in coordination with the Texas Higher Education Coordinating Board (THECB), to conduct a study of best practices related to college readiness and submit a related report to the Legislature and the Governor.

The bill would require TEA and THECB to review the standardized adult basic education assessment and recommend changes.

Costs are not estimated to be significant.

Local Government Impact

No fiscal implication to units of local government is anticipated.

Source Agencies: 701 Central Education Agency, 781 Higher Education Coordinating Board

LBB Staff: JOB, LXH, KK, JGM, JSc

LEGISLATIVE BUDGET BOARD

Austin, Texas

FISCAL NOTE, 82ND LEGISLATIVE REGULAR SESSION

April 8, 2011

TO: Honorable Dan Branch, Chair, House Committee on Higher Education

FROM: John S O'Brien, Director, Legislative Budget Board

IN RE: HB3468 by Patrick, Diane (relating to the assessment of public school students for college readiness and developmental education courses to prepare students for college-level coursework.), **Committee Report 1st House, Substituted**

No significant fiscal implication to the State is anticipated.

The bill would require the Texas Education Agency (TEA), in coordination with the Texas Higher Education Coordinating Board (THECB), to conduct a study of best practices related to college readiness and submit a related report to the Legislature and the Governor.

The bill would require TEA and THECB to review the standardized adult basic education assessment and recommend changes.

Costs are not estimated to be significant.

Local Government Impact

No fiscal implication to units of local government is anticipated.

Source Agencies: 701 Central Education Agency, 781 Higher Education Coordinating Board

LBB Staff: JOB, KK, JGM, JSc

LEGISLATIVE BUDGET BOARD
Austin, Texas

FISCAL NOTE, 82ND LEGISLATIVE REGULAR SESSION

March 30, 2011

TO: Honorable Rob Eissler, Chair, House Committee on Public Education

FROM: John S O'Brien, Director, Legislative Budget Board

IN RE: HB3468 by Patrick, Diane (Relating to the assessment of public school students for college readiness and developmental education courses to prepare students for college-level coursework.), **As Introduced**

No significant fiscal implication to the State is anticipated.

The bill would require the Texas Education Agency (TEA), in coordination with the Texas Higher Education Coordinating Board (THECB), to conduct a study of best practices related to college readiness and submit a related report to the Legislature and the Governor.

The bill would require TEA and THECB to review the standardized adult basic education assessment and recommend changes.

Costs are not estimated to be significant.

Local Government Impact

No fiscal implication to units of local government is anticipated.

Source Agencies: 701 Central Education Agency, 781 Higher Education Coordinating Board

LBB Staff: JOB, KK, JGM, JSc