

**LEGISLATIVE BUDGET BOARD**  
**Austin, Texas**

**FISCAL NOTE, 85TH LEGISLATIVE REGULAR SESSION**

**April 29, 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.), **Committee Report 1st House, Substituted**

**Estimated Two-year Net Impact to General Revenue Related Funds** for HB2209, Committee Report 1st House, Substituted: 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:**

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

**All Funds, Five-Year Impact:**

<b>Fiscal Year</b>	<b>Probable Savings/(Cost) from General Revenue Fund</b>	<b>Change in Number of State Employees from FY 2017</b>
	<b>1</b>	
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 will would require the training provided by school districts, education service centers (ESCs), nonprofit organizations, and institutions of higher education under a professional development grant awarded by the Commissioner to emphasize inclusive collaborative strategies and provide instruction using a universal design for learning framework to the greatest extent practicable in order to create a classroom environment that meets the individual needs of each student.

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 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).

**Source Agencies:** 701 Texas Education Agency

**LBB Staff:** UP, AW, THo, AM