

SENATE AMENDMENTS

2nd Printing

By: Bohac

H.B. No. 4064

A BILL TO BE ENTITLED

1 AN ACT
2 relating to staff development and continuing education
3 requirements for public school educators regarding digital
4 education methods.

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

6 SECTION 1. Section 21.001, Education Code, is amended to
7 read as follows:

8 Sec. 21.001. DEFINITIONS [~~DEFINITION~~]. In this chapter:

9 (1) "Commissioner" [~~"commissioner"~~] includes a
10 person designated by the commissioner.

11 (2) "Digital learning" means any type of learning that
12 is facilitated by technology or instructional practice that makes
13 effective use of technology.

14 (3) "Digital literacy" means having the knowledge and
15 ability to use a range of technology tools for varied purposes. The
16 term includes the capacity to use, understand, and evaluate
17 technology for use in education settings.

18 SECTION 2. Section 21.044, Education Code, is amended by
19 adding Subsection (c-2) to read as follows:

20 (c-2) Any minimum academic qualifications for a certificate
21 specified under Subsection (a) that require a person to possess a
22 bachelor's degree must also require that the person receive, as
23 part of the training required to obtain that certificate,
24 instruction in digital learning, including a digital literacy

1 evaluation followed by a prescribed digital learning curriculum.

2 The instruction required must:

3 (1) be aligned with the International Society for
4 Technology in Education's standards for teachers;

5 (2) provide effective, evidence-based strategies to
6 determine a person's degree of digital literacy; and

7 (3) include resources to address any deficiencies
8 identified by the digital literacy evaluation.

9 SECTION 3. Sections 21.054(d) and (e), Education Code, are
10 amended to read as follows:

11 (d) Continuing education requirements for a classroom
12 teacher must provide that not more than 25 percent of the training
13 required every five years include instruction regarding:

14 (1) collecting and analyzing information that will
15 improve effectiveness in the classroom;

16 (2) recognizing early warning indicators that a
17 student may be at risk of dropping out of school;

18 (3) digital learning, digital teaching, and
19 integrating technology into classroom instruction; and

20 (4) educating diverse student populations, including:

21 (A) students with disabilities, including mental
22 health disorders;

23 (B) students who are educationally
24 disadvantaged;

25 (C) students of limited English proficiency; and

26 (D) students at risk of dropping out of school.

27 (e) Continuing education requirements for a principal must

1 provide that not more than 25 percent of the training required every
2 five years include instruction regarding:

3 (1) effective and efficient management, including:
4 (A) collecting and analyzing information;
5 (B) making decisions and managing time; and
6 (C) supervising student discipline and managing
7 behavior;

8 (2) recognizing early warning indicators that a
9 student may be at risk of dropping out of school;

10 (3) digital learning, digital teaching, and
11 integrating technology into campus curriculum and instruction; and

12 (4) educating diverse student populations, including:
13 (A) students with disabilities, including mental
14 health disorders;

15 (B) students who are educationally
16 disadvantaged;

17 (C) students of limited English proficiency; and

18 (D) students at risk of dropping out of school.

19 SECTION 4. Subchapter B, Chapter 21, Education Code, is
20 amended by adding Section 21.0543 to read as follows:

21 Sec. 21.0543. CONTINUING EDUCATION CREDIT FOR INSTRUCTION
22 RELATED TO DIGITAL TECHNOLOGY. The board shall propose rules
23 allowing an educator to receive credit toward the educator's
24 continuing education requirements for completion of education
25 courses that:

26 (1) use technology to increase the educator's digital
27 literacy; and

1 (2) assist the educator in the use of digital
2 technology in learning activities that improve teaching,
3 assessment, and instructional practices.

4 SECTION 5. Section 21.451, Education Code, is amended by
5 amending Subsection (d) and adding Subsection (d-3) to read as
6 follows:

7 (d) The staff development:

8 (1) may include training in:

9 (A) technology;

10 (B) conflict resolution;

11 (C) discipline strategies, including classroom
12 management, district discipline policies, and the student code of
13 conduct adopted under Section 37.001 and Chapter 37; ~~and~~

14 (D) preventing, identifying, responding to, and
15 reporting incidents of bullying; and

16 (E) digital learning;

17 (2) subject to Subsection (e) and to Section 21.3541
18 and rules adopted under that section, must include training that is
19 evidence-based [~~based on scientifically based research~~], as
20 defined by Section 8101, Every Student Succeeds Act [~~9101, No Child~~
21 ~~Left Behind Act of 2001~~] (20 U.S.C. Section 7801), that:

22 (A) relates to instruction of students with
23 disabilities; and

24 (B) is designed for educators who work primarily
25 outside the area of special education; and

26 (3) must include suicide prevention training that must
27 be provided:

1 (A) on an annual basis, as part of a new employee
2 orientation, to all new school district and open-enrollment charter
3 school educators; and

4 (B) to existing school district and
5 open-enrollment charter school educators on a schedule adopted by
6 the agency by rule.

7 (d-3) The digital learning training provided by Subsection
8 (d)(1)(E) must:

9 (1) discuss basic technology proficiency expectations
10 and methods to increase an educator's digital literacy; and

11 (2) assist an educator in the use of digital
12 technology in learning activities that improve teaching,
13 assessment, and instructional practices.

14 SECTION 6. This Act applies beginning with the 2017-2018
15 school year.

16 SECTION 7. This Act takes effect immediately if it receives
17 a vote of two-thirds of all the members elected to each house, as
18 provided by Section 39, Article III, Texas Constitution. If this
19 Act does not receive the vote necessary for immediate effect, this
20 Act takes effect September 1, 2017.

ADOPTED

MAY 22 2017

FLOOR AMENDMENT NO. 1

L. Taylor
Secretary of the Senate

BY:

L. Taylor

1 Amend H.B. No. 4064 (senate committee printing) as follows:

2 (1) In the recital to SECTION 2 of the bill (page 1, line
3 39), strike "Subsection (c-2)" and substitute "Subsections (c-
4 2), (h), (i), and (j)".

5 (2) In SECTION 2 of the bill, immediately following added
6 Section 21.044(c-2), Education Code (page 1, between lines 52
7 and 53), insert the following:

8 (h) In proposing rules under this section, the board must
9 permit a program to comply with at least three of any field
10 supervisor visit requirements for a candidate for certification
11 as a classroom teacher through visits provided by video, the
12 Internet, or another remote technological method if the program
13 also provides at least two in-person visits. The board may not
14 require more than five support visits by a field supervisor for
15 a candidate for certification as a classroom teacher during the
16 course of an internship.

17 (i) Subject to Subsection (j), a video or audio recording
18 of a classroom recorded for purposes of a field supervisor visit
19 described by Subsection (h) is confidential, may only be used
20 for teacher training by an educator preparation program, and may
21 only be viewed by the candidate recorded, a school district
22 employee with a supervisory role with respect to the candidate,
23 an employee of the educator preparation program, or another
24 person authorized by law.

25 (j) Subsection (i) does not limit the access of a
26 student's parent to a record regarding the student under the
27 Family Educational Rights and Privacy Act of 1974 (20 U.S.C.
28 Section 1232g) or other law.

29 (3) Add the following appropriately numbered SECTION to

1 the bill and renumber subsequent SECTIONS of the bill
2 accordingly:

3 SECTION __. Section 26.009(b), Education Code, is amended
4 to read as follows:

5 (b) An employee of a school district is not required to
6 obtain the consent of a child's parent before the employee may
7 make a videotape of a child or authorize the recording of a
8 child's voice if the videotape or voice recording is to be used
9 only for:

10 (1) purposes of safety, including the maintenance of
11 order and discipline in common areas of the school or on school
12 buses;

13 (2) a purpose related to a cocurricular or
14 extracurricular activity;

15 (3) a purpose related to regular classroom
16 instruction;

17 (4) media coverage of the school; [~~or~~]

18 (5) a purpose related to the promotion of student
19 safety under Section 29.022; or

20 (6) a purpose related to the provision of support to
21 a beginning teacher by a field supervisor under Section 21.045.

ADOPTED

FLOOR AMENDMENT NO. 2

MAY 22 2017

L. Taylor
Secretary of the Senate

BY: L. Taylor

1 Amend House Bill 4064 by adding the following appropriately
2 numbered SECTION to the bill.

3 SECTION __. (a) Except as provided by Subsection (b) of
4 this section, this Act takes effect only if a specific
5 appropriation for the Act is provided in a general
6 appropriations act of the 85th Legislature.

7 (b) Notwithstanding Subsection (a) of this section, any
8 portion of this Act that does not authorize or require the
9 expenditure of diversion of state funds takes effect as
10 otherwise provided by this Act, regardless of whether a specific
11 appropriation described by Subsection (a) of this section is
12 provided.

ADOPTED

RV 31-0
MAY 22 2017

Atty. Gen.
Secretary of the Senate

FLOOR AMENDMENT NO. 3

BY: *Raymond Hylton*

1 Amend H.B. No. 4064 (senate committee printing) as follows:

2 (1) In the recital to SECTION 5 of the bill (page 2, line
3 42), strike "Subsection (d-3)" and substitute "Subsections (d-3)
4 and (d-4)".

5 (2) In SECTION 5 of the bill, in Section 21.451(d)(3),
6 Education Code (page 2, line 63), between "training" and "that",
7 insert "and training regarding bullying".

8 (3) In SECTION 5 of the bill, immediately following added
9 Section 21.451(d-3), Education Code (page 3, between lines 8 and
10 9), insert the following:

11 (d-4) The training regarding bullying required by
12 Subsection (d)(3) must include instruction regarding:

13 (1) any penalties under state law or school district
14 policy for bullying, including any related criminal offenses; and

15 (2) district procedures for reporting incidents of
16 bullying.

ADOPTED

MAY 22 2017

FLOOR AMENDMENT NO. 4

Larry Spaul
Secretary of the Senate

BY: *B. W. Kelle*

1 Amend H.B. No. 4064 (senate committee printing) by adding
2 the following appropriately numbered SECTIONS to the bill and
3 renumbering subsequent SECTIONS of the bill accordingly:

4 SECTION __. Section 11.1511, Education Code, is amended by
5 adding Subsection (d) to read as follows:

6 (d) The board may require a school district's chief
7 business official or curriculum director or a person holding an
8 equivalent position to appear at an executive session of the
9 board or to testify at a public hearing held by the board. A
10 superintendent may not interfere with an appearance or testimony
11 required by the board under this subsection.

12 SECTION __. Section 11.1512, Education Code, is amended by
13 adding Subsections (c-1) and (g) to read as follows:

14 (c-1) Except as otherwise provided by this subsection, a
15 district shall provide a member of the board of trustees with
16 information, documents, and records requested under Subsection
17 (c) not later than the 20th business day after the date the
18 district receives the request. The district may take a
19 reasonable additional period of time, not to exceed the 30th
20 business day after the date the district receives the request,
21 to respond to a request if compliance by the 20th business day
22 would be unduly burdensome given the amount, age, or location of
23 the requested information. The district shall inform the
24 trustee of the reason for the delay in providing the requested
25 information and the date by which the information will be
26 provided.

27 (g) A district shall create a policy on visits to a
28 district campus or other facility by a member of the board of
29 trustees of the district.

1 SECTION __. Subchapter D, Chapter 11, Education Code, is
2 amended by adding Sections 11.1515 and 11.1516 to read as
3 follows:

4 Sec. 11.1515. OVERSIGHT OF ACADEMIC ACHIEVEMENT. The
5 board of trustees of an independent school district or the
6 governing body of an open-enrollment charter school shall
7 provide oversight regarding student academic achievement and
8 strategic leadership for maximizing student performance.

9 Sec. 11.1516. DISTRICT DATA ON ACADEMIC ACHIEVEMENT.

10 (a) On request by the board of trustees of an independent
11 school district, the agency shall create an Internet website
12 that members of the board may use to review campus and district
13 academic achievement data. The website must also be made
14 available to campuses in a similar manner that access is
15 provided to the board.

16 (b) The Internet website must:

17 (1) include district information, disaggregated by
18 campus, grade, sex, race, academic quarter or semester, as
19 applicable, and school year, regarding the following:

20 (A) student academic achievement and growth;

21 (B) teacher and student attendance; and

22 (C) student discipline records; and

23 (2) be updated at least once each quarter of the
24 school year.

25 (c) The commissioner shall provide information that
26 permits a board member to compare the district's academic
27 performance with the academic performance of other districts of
28 similar size and racial and economic demographics.

29 (d) A district must provide requested information to the
30 commissioner for the creation of an Internet website under this
31 section.

1 (e) Confidential information received by the commissioner
2 under this section from a district remains confidential. The
3 commissioner shall design the Internet website to ensure that:

4 (1) public information is made available to the
5 public; and

6 (2) information submitted by districts noted as
7 confidential is not made available to the public.

8 (f) A request for public information under this section
9 shall be submitted to the district that provides the agency with
10 the information. The agency may not release information
11 submitted by a district that is noted as confidential
12 information.

13 (g) The agency may contract with a private entity as
14 necessary to implement this section.

15 (h) The commissioner may adopt rules for the
16 implementation of this section.

17 SECTION __. Section 11.159, Education Code, is amended by
18 amending Subsection (b) and adding Subsections (c) and (d) to
19 read as follows:

20 (b) A trustee must complete any training required by the
21 State Board of Education. The minutes of the last regular
22 meeting of the board of trustees held before an election of
23 trustees [~~during a calendar year~~] must reflect whether each
24 trustee has met or is deficient [~~delinquent~~] in meeting the
25 training required for the trustee [~~to be completed~~] as of the
26 first anniversary of the date of the trustee's election or
27 appointment [~~date of the meeting~~]. If the minutes reflect that
28 a trustee is deficient, the district shall post the minutes on
29 the district's Internet website within 10 business days of the
30 meeting and maintain the posting until the trustee meets the
31 requirements.

1 (c) The State Board of Education shall require a trustee
2 to complete at least three hours of training every two years on
3 evaluating student academic performance. The training must be
4 research-based and designed to support the oversight role of the
5 board of trustees under Section 11.1515. A candidate for
6 trustee may complete the training up to one year before the
7 candidate is elected. A new trustee shall complete the training
8 within 120 days after the date of the trustee's election or
9 appointment. A returning trustee shall complete the training by
10 the second anniversary of the completion of the trustee's
11 previous training.

12 (d) A trustee or candidate for trustee may complete
13 training required under Subsection (c) at a regional education
14 service center or through another authorized provider. A
15 provider must certify the completion of the training by a
16 trustee or candidate.

17 SECTION __. Subchapter D, Chapter 11, Education Code, is
18 amended by adding Section 11.182 to read as follows:

19 Sec. 11.182. BOARD IMPROVEMENT AND EVALUATION TOOL.

20 (a) The commissioner shall develop a board of trustees
21 improvement and evaluation tool. The evaluation tool must be
22 research-based and designed to assist a school district in
23 improving board oversight and academic achievement.

24 (b) A board of trustees may determine whether to use the
25 evaluation tool, except as required by Section 39.102(a).

26 SECTION __. Section 39.102(a), Education Code, is amended
27 to read as follows:

28 (a) If a school district does not satisfy the
29 accreditation criteria under Section 39.052, the academic
30 performance standards under Section 39.053 or 39.054, or any
31 financial accountability standard as determined by commissioner

1 rule, or if considered appropriate by the commissioner on the
2 basis of a special accreditation investigation under Section
3 39.057, the commissioner shall take any of the following actions
4 to the extent the commissioner determines necessary:

5 (1) issue public notice of the deficiency to the
6 board of trustees;

7 (2) order a hearing conducted by the board of
8 trustees of the district for the purpose of notifying the public
9 of the insufficient performance, the improvements in performance
10 expected by the agency, and the interventions and sanctions that
11 may be imposed under this section if the performance does not
12 improve;

13 (3) order the preparation of a student achievement
14 improvement plan that addresses each academic achievement
15 indicator under Section 39.053(c) for which the district's
16 performance is insufficient, the submission of the plan to the
17 commissioner for approval, and implementation of the plan;

18 (4) order a hearing to be held before the
19 commissioner or the commissioner's designee at which the
20 president of the board of trustees of the district and the
21 superintendent shall appear and explain the district's low
22 performance, lack of improvement, and plans for improvement;

23 (5) arrange a monitoring review of the district;

24 (6) appoint an agency monitor to participate in and
25 report to the agency on the activities of the board of trustees
26 or the superintendent;

27 (7) appoint a conservator to oversee the operations
28 of the district;

29 (8) appoint a management team to direct the
30 operations of the district in areas of insufficient performance
31 or require the district to obtain certain services under a

1 contract with another person;

2 (9) if a district has a current accreditation status
3 of accredited-warned or accredited-probation, fails to satisfy
4 any standard under Section 39.054(e), or fails to satisfy
5 financial accountability standards as determined by commissioner
6 rule, appoint a board of managers to exercise the powers and
7 duties of the board of trustees;

8 (10) if for two consecutive school years, including
9 the current school year, a district has received an
10 accreditation status of accredited-warned or accredited-
11 probation, has failed to satisfy any standard under Section
12 39.054(e), or has failed to satisfy financial accountability
13 standards as determined by commissioner rule, revoke the
14 district's accreditation and:

15 (A) order closure of the district and annex the
16 district to one or more adjoining districts under Section
17 13.054; or

18 (B) in the case of a home-rule school district
19 or open-enrollment charter school, order closure of all programs
20 operated under the district's or school's charter; ~~or~~

21 (11) if a district has failed to satisfy any standard
22 under Section 39.054(e) due to the district's dropout rates,
23 impose sanctions designed to improve high school completion
24 rates, including:

25 (A) ordering the development of a dropout
26 prevention plan for approval by the commissioner;

27 (B) restructuring the district or appropriate
28 school campuses to improve identification of and service to
29 students who are at risk of dropping out of school, as defined
30 by Section 29.081;

31 (C) ordering lower student-to-counselor ratios

1 on school campuses with high dropout rates; and

2 (D) ordering the use of any other intervention
3 strategy effective in reducing dropout rates, including mentor
4 programs and flexible class scheduling; or

5 (12) order the use of the board improvement and
6 evaluation tool as provided by Section 11.182.

7 SECTION __. Section 39.107(b-1), Education Code, is
8 amended to read as follows:

9 (b-1) A campus turnaround plan must include:

10 (1) a detailed description of the academic programs
11 to be offered at the campus, including instructional methods,
12 length of school day and school year, academic credit and
13 promotion criteria, and programs to serve special student
14 populations;

15 (2) the term of the charter, if a district charter is
16 to be granted for the campus under Section 12.0522;

17 (3) written comments from the campus-level committee
18 established under Section 11.251, if applicable, parents, and
19 teachers at the campus; ~~and~~

20 (4) a detailed description of the budget, staffing,
21 and financial resources required to implement the plan,
22 including any supplemental resources to be provided by the
23 district or other identified sources; and

24 (5) a detailed description for developing and
25 supporting the oversight of academic achievement and student
26 performance by the board of trustees under Section 11.1515.

27 SECTION __. A person serving on the board of trustees of a
28 school district on the effective date of this Act must complete
29 the training required by Section 11.159(c), Education Code, as
30 added by this Act, not later than September 1, 2018.

ADOPTED
RV 20-16
MAY 22 2017

Lataj Saw
Secretary of the Senate

FLOOR AMENDMENT NO. 5

BY: *N. Campbell*

1 Amend H.B. No. 4064 (senate committee printing) by adding the
2 following appropriately numbered SECTIONS to the bill and
3 renumbering subsequent SECTIONS of the bill accordingly:

4 SECTION _____. Section 26.0031(c-1), Education Code, is
5 amended to read as follows:

6 (c-1) A school district or open-enrollment charter school
7 may decline to pay the cost for a student of more than three
8 yearlong electronic courses, or the equivalent, during any school
9 year. This subsection does not:

10 (1) limit the ability of the student to enroll in
11 additional electronic courses at the student's cost; or

12 (2) apply to a student enrolled in a full-time online
13 program that:

14 (A) was operating on January 1, 2013; or

15 (B) requires that educators providing the
16 instruction have completed a specified number of hours per year of
17 continuing education related to digital technology under Section
18 21.0543.

19 SECTION _____. Section 30A.153(a-1), Education Code, is
20 amended to read as follows:

21 (a-1) For purposes of Subsection (a), a school district or
22 open-enrollment charter school is limited to the funding described
23 by that subsection for a student's enrollment in not more than three
24 electronic courses during any school year, unless the student is
25 enrolled in a full-time online program that:

26 (1) was operating on January 1, 2013; or

27 (2) requires that educators providing the instruction
28 have completed a specified number of hours per year of continuing
29 education related to digital technology under Section 21.0543.

LEGISLATIVE BUDGET BOARD
Austin, Texas

FISCAL NOTE, 85TH LEGISLATIVE REGULAR SESSION

May 24, 2017

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

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: HB4064 by Bohac (Relating to staff development and continuing education requirements for public school educators regarding digital education methods.), **As Passed 2nd House**

Estimated Two-year Net Impact to General Revenue Related Funds for HB4064, As Passed 2nd House: a negative impact of (\$831,314) through the biennium ending August 31, 2019.

The bill would take effect only if a specific appropriation for the implementation of the bill is provided in a General Appropriations Act of the Eighty-fifth Legislature.

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	(\$415,657)
2019	(\$415,657)
2020	\$0
2021	\$0
2022	\$0

All Funds, Five-Year Impact:

Fiscal Year	Probable Savings/(Cost) from General Revenue Fund
2018	(\$415,657)
2019	(\$415,657)
2020	\$0
2021	\$0
2022	\$0

Fiscal Analysis

The bill would add digital learning training requirements for candidates in educator preparation

programs and would add digital learning and teaching to the list of continuing education options for teachers.

The bill would require SBEC rules on field supervision for classroom teacher candidates to allow at least three of the required visits to be through video, the internet, or another remote technological method, and limit the number of field supervisor support visits for classroom teacher candidates during the course of an internship to five. The bill would require those audio or video recordings of support visits to be confidential and would not require a school district employee to obtain parental consent for such a video prior to the required support visit.

The bill amends the roles and responsibilities of local school board trustees and requires the creation of a data website for trustee review of campus and district academic achievement data during the local decision making processes.

The bill would take effect September 1, 2017, or immediately if passed with the necessary voting margins, and would apply beginning with school year 2017-18.

Methodology

The Texas Education Agency (TEA) indicates the Information and Technology Services division would need to develop and implement changes to the Educator Certification Online System (ECOS) to allow for tracking of observations by video or in person as required under the provisions of the bill. Based on information provided by TEA, the cost associated with making the required changes to ECOS would total \$315,560 in fiscal year 2018 and \$315,560 in fiscal year 2019 for the initial development.

The Texas Education Agency (TEA) indicates the Information and Technology Services division would need to develop and implement changes to the studentGPS Dashboard TSDS component to allow school board members to review secure data. Based on information provided by TEA, the cost associated with making the required changes would total \$100,097 in fiscal year 2018 and \$100,097 in fiscal year 2019 for the initial development.

This estimate assumes the agency can use existing full-time equivalent positions to provide ongoing support and maintenance.

Technology

The Texas Education Agency estimates initial development costs associated with developing a report that will compare video or in person observations to accountability ratings and a secure website for local board member review of campus and district academic achievement data.

Local Government Impact

Local governments that are approved Education Preparation Programs (EPPs) currently include school districts, charter schools, county districts, education service centers, community colleges, and public universities. Private universities and businesses are also approved EPPs.

According to TEA, EPPs could incur costs associated with using technology-based supervisor visits. Costs to EPP could include selecting, testing, and resolving any issues with video and audio equipment; testing and resolving any issues with network access to viewing platform; testing and resolving any network abilities to handle video; developing policies and security measures to protect the privacy of students and teacher candidates; developing step-by-step procedures for

setup, filming, uploading, and sharing observations; training teacher candidates and field supervisors; and providing ongoing technical support. Costs would vary depending on the EPP.

Unless an EPP already has a digital literacy evaluation and curriculum system and/or appropriate staff, an EPP would need to purchase or develop a digital literacy evaluation, a digital literacy curriculum, and/or secure appropriate staff necessary to develop and/or teach the curriculum.

According to TEA, there are currently a number of digital technology evaluation and curriculum systems available for purchase. These range in cost from a \$99 annual subscription to a \$480 classroom technology specialist certification per teacher candidate. The average number of initial teacher certificates issued over the past five years is 25,756. The estimated annual cost for all EPPs statewide to purchase digital technology evaluation and curriculum systems could range from \$2.5 million ($\$99 \times 25,756$) to \$12.4 million ($\$480 \times 25,756$). These costs would be lower to the extent EPPs have already acquired such systems.

According to information provided by TEA, the estimated cost to hire one staff member to develop and teach a digital technology evaluation and curriculum system at the 133 entities approved to offer educator preparation for certificates that require a bachelor's degree at the average weighted salary for all faculty in fiscal year 2015 for Texas public universities (\$61,216) would be \$8.1 million ($133 \times \$61,216$).

These estimates could be lower or higher depending on the number of EPPs that need to purchase a digital technology evaluation and curriculum system, the cost of the selected digital technology evaluation and curriculum system or develop a system, and/or the number of EPPs that develop their own system.

Source Agencies: 701 Texas Education Agency, 710 Texas A&M University System Administrative and General Offices, 720 The University of Texas System Administration, 758 Texas State University System, 768 Texas Tech University System Administration, 781 Higher Education Coordinating Board, 783 University of Houston System Administration

LBB Staff: UP, SL, THo, AM

LEGISLATIVE BUDGET BOARD
Austin, Texas

FISCAL NOTE, 85TH LEGISLATIVE REGULAR SESSION

May 12, 2017

TO: Honorable Larry Taylor, Chair, Senate Committee on Education

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: HB4064 by Bohac (Relating to staff development and continuing education requirements for public school educators regarding digital education methods.), **As Engrossed**

<p>No significant fiscal implication to the State is anticipated.</p>
--

The bill would add digital learning training requirements for candidates in educator preparation programs and would add digital learning and teaching to the list of continuing education options for teachers.

The bill would take effect September 1, 2017, or immediately if passed with the necessary voting margins, and would apply beginning with school year 2017-18.

Local Government Impact

Local governments that are approved Education Preparation Programs (EPPs) currently include school districts, charter schools, county districts, education service centers, community colleges, and public universities. Private universities and businesses are also approved EPPs.

Unless an EPP already has a digital literacy evaluation and curriculum system and/or appropriate staff, an EPP would need to purchase or develop a digital literacy evaluation, a digital literacy curriculum, and/or secure appropriate staff necessary to develop and/or teach the curriculum.

According to TEA, there are currently a number of digital technology evaluation and curriculum systems available for purchase. These range in cost from a \$99 annual subscription to a \$480 classroom technology specialist certification per teacher candidate. The average number of initial teacher certificates issued over the past five years is 25,756. The estimated annual cost for all EPPs statewide to purchase digital technology evaluation and curriculum systems could range from \$2.5 million (\$99 x 27,256) to \$12.4 million (\$480 x 25,756). These costs would be lower to the extent EPPs have already acquired such systems.

According to information provided by TEA, the estimated cost to hire one staff member to develop and teach a digital technology evaluation and curriculum system at the 133 entities approved to offer educator preparation for certificates that require a bachelor's degree at the average weighted salary for all faculty in fiscal year 2015 for Texas public universities (\$61,216) would be \$8.1 million (133 x \$61,216).

These estimates could be lower or higher depending on the number of EPPs that need to purchase

a digital technology evaluation and curriculum system, the cost of the selected digital technology evaluation and curriculum system or develop a system, and/or the number of EPPs that develop their own system.

Source Agencies: 701 Texas Education Agency, 710 Texas A&M University System Administrative and General Offices, 720 The University of Texas System Administration, 758 Texas State University System, 768 Texas Tech University System Administration, 781 Higher Education Coordinating Board, 783 University of Houston System Administration

LBB Staff: UP, SL, THo, AM

LEGISLATIVE BUDGET BOARD
Austin, Texas

FISCAL NOTE, 85TH LEGISLATIVE REGULAR SESSION

April 26, 2017

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

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: HB4064 by Bohac (Relating to staff development and continuing education requirements for public school educators regarding digital education methods.), **Committee Report 1st House, Substituted**

No significant fiscal implication to the State is anticipated.

The bill would add digital learning training requirements for candidates in educator preparation programs and would add digital learning and teaching to the list of continuing education options for teachers.

The bill would take effect September 1, 2017, or immediately if passed with the necessary voting margins, and would apply beginning with school year 2017-18.

Local Government Impact

Local governments that are approved Education Preparation Programs (EPPs) currently include school districts, charter schools, county districts, education service centers, community colleges, and public universities. Private universities and businesses are also approved EPPs.

Unless an EPP already has a digital literacy evaluation and curriculum system and/or appropriate staff, an EPP would need to purchase or develop a digital literacy evaluation, a digital literacy curriculum, and/or secure appropriate staff necessary to develop and/or teach the curriculum.

According to TEA, there are currently a number of digital technology evaluation and curriculum systems available for purchase. These range in cost from a \$99 annual subscription to a \$480 classroom technology specialist certification per teacher candidate. The average number of initial teacher certificates issued over the past five years is 25,756. The estimated annual cost for all EPPs statewide to purchase digital technology evaluation and curriculum systems could range from \$2.5 million (\$99 x 27,256) to \$12.4 million (\$480 x 25,756). These costs would be lower to the extent EPPs have already acquired such systems.

According to information provided by TEA, the estimated cost to hire one staff member to develop and teach a digital technology evaluation and curriculum system at the 133 entities approved to offer educator preparation for certificates that require a bachelor's degree at the average weighted salary for all faculty in fiscal year 2015 for Texas public universities (\$61,216) would be \$8.1 million (133 x \$61,216).

These estimates could be lower or higher depending on the number of EPPs that need to purchase a digital technology evaluation and curriculum system, the cost of the selected digital technology evaluation and curriculum system or develop a system, and/or the number of EPPs that develop their own system.

Source Agencies: 701 Texas Education Agency, 710 Texas A&M University System Administrative and General Offices, 720 The University of Texas System Administration, 758 Texas State University System, 768 Texas Tech University System Administration, 781 Higher Education Coordinating Board, 783 University of Houston System Administration

LBB Staff: UP, SL, THo, AM

LEGISLATIVE BUDGET BOARD

Austin, Texas

FISCAL NOTE, 85TH LEGISLATIVE REGULAR SESSION

April 17, 2017

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

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: HB4064 by Bohac (Relating to staff development and continuing education requirements for public school educators regarding digital education methods.), **As Introduced**

No significant fiscal implication to the State is anticipated.

The bill would add digital learning training requirements for candidates in educator preparation programs and would add digital learning and teaching to the list of continuing education options for teachers.

The bill would take effect September 1, 2017, or immediately if passed with the necessary voting margins, and would apply beginning with school year 2017-18.

Local Government Impact

Local governments that are approved Education Preparation Programs (EPPs) currently include school districts, charter schools, county districts, education service centers, community colleges, and public universities. Private universities and businesses are also approved EPPs.

Unless an EPP already has a digital literacy evaluation and curriculum system and/or appropriate staff, an EPP would need to purchase or develop a digital literacy evaluation, a digital literacy curriculum, and/or secure appropriate staff necessary to develop and/or teach the curriculum.

According to TEA, there are currently a number of digital technology evaluation and curriculum systems available for purchase. These range in cost from a \$99 annual subscription to a \$480 classroom technology specialist certification per teacher candidate. The average number of initial teacher certificates issued over the past five years is 25,756. The estimated annual cost for all EPPs statewide to purchase digital technology evaluation and curriculum systems could range from \$2.5 million (\$99 x 25,756) to \$12.4 million (\$480 x 25,756). These costs would be lower to the extent EPPs have already acquired such systems.

According to information provided by TEA, the estimated cost to hire one staff member to develop and teach a digital technology evaluation and curriculum system at the 133 entities approved to offer educator preparation for certificates that require a bachelor's degree at the average weighted salary for all faculty in fiscal year 2015 for Texas public universities (\$61,216) would be \$8.1 million (133 x \$61,216).

These estimates could be lower or higher depending on the number of EPPs that need to purchase

a digital technology evaluation and curriculum system, the cost of the selected digital technology evaluation and curriculum system or develop a system, and/or the number of EPPs that develop their own system.

Source Agencies: 701 Texas Education Agency, 710 Texas A&M University System Administrative and General Offices, 720 The University of Texas System Administration, 758 Texas State University System, 768 Texas Tech University System Administration, 781 Higher Education Coordinating Board, 783 University of Houston System Administration

LBB Staff: UP, THo, AM, SL