

# SENATE AMENDMENTS

2<sup>nd</sup> Printing

By: Toth, Leach, Metcalf, Bonnen, Parker,  
et al.

H.B. No. 3979

A BILL TO BE ENTITLED

AN ACT

relating to the social studies curriculum in public schools.

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

SECTION 1. Section 28.002, Education Code, is amended by adding Subsections (h-2), (h-3), (h-4), and (h-5) to read as follows:

(h-2) In adopting the essential knowledge and skills for the social studies curriculum, the State Board of Education shall adopt essential knowledge and skills that develop each student's civic knowledge, including an understanding of:

(1) the fundamental moral, political, and intellectual foundations of the American experiment in self-government;

(2) the history, qualities, traditions, and features of civic engagement in the United States;

(3) the history of Native Americans;

(4) the structure, function, and processes of government institutions at the federal, state, and local levels;

(5) the founding documents of the United States, including:

(A) the Declaration of Independence;

(B) the United States Constitution;

(C) the Federalist Papers;

(D) the transcript of the first Lincoln-Douglas

debate;

(E) the writings of and about the founding fathers and mothers and other founding persons of the United States, including the writings of:

(i) George Washington;

(ii) Ona Judge;

(iii) Thomas Jefferson;

(iv) Sally Hemings; and

(v) any other founding persons of the United States;

(F) writings from Frederick Douglass's newspaper, the *North Star*;

(G) the Book of Negroes;

(H) the Fugitive Slave Acts of 1793 and 1850;

(I) the Indian Removal Act;

(J) Thomas Jefferson's letter to the Danbury Baptists; and

(K) William Still's Underground Railroad Records;

(6) historical documents related to the civic accomplishments of marginalized populations, including documents related to:

(A) the Chicano movement;

(B) women's suffrage and equal rights;

(C) the civil rights movement;

(D) the Snyder Act of 1924; and

(E) the American labor movement;

1           (7) the history of white supremacy, including but not  
2 limited to the institution of slavery, the eugenics movement, and  
3 the Ku Klux Klan, and the ways in which it is morally wrong;

4           (8) the history and importance of the civil rights  
5 movement, including the following documents:

6                   (A) Martin Luther King Jr.'s "Letter from a  
7 Birmingham Jail" and "I Have a Dream" speech;

8                   (B) the federal Civil Rights Act of 1964 (42  
9 U.S.C. Section 2000a et seq.);

10                  (C) the United States Supreme Court's decision in  
11 *Brown v. Board of Education*;

12                   (D) the Emancipation Proclamation;

13                   (E) the Universal Declaration of Human Rights;

14                   (F) the Thirteenth, Fourteenth, and Fifteenth  
15 Amendments to the United States Constitution;

16                   (G) the United States Court of Appeals for the  
17 Ninth Circuit decision in *Mendez v. Westminster*;

18                   (H) Frederick Douglass's *Narrative of the Life of*  
19 *Frederick Douglass, an American Slave*;

20                   (I) the life and work of Cesar Chavez; and

21                   (J) the life and work of Dolores Huerta;

22           (9) the history and importance of the women's suffrage  
23 movement, including the following documents:

24                   (A) the federal Voting Rights Act of 1965 (52  
25 U.S.C. Section 10101 et seq.);

26                   (B) the Fifteenth, Nineteenth, and Twenty-Sixth  
27 Amendments to the United States Constitution;

(C) Abigail Adams's letter "Remember the Ladies";

(D) the works of Susan B. Anthony; and

(E) the Declaration of Sentiments;

(10) the life and works of Dr. Hector P. Garcia;

(11) the American GI Forum;

(12) the League of United Latin American Citizens; and

(13) *Hernandez v. Texas* (1954).

(h-3) For any social studies course in the required curriculum:

(1) a teacher may not be compelled to discuss a particular current event or widely debated and currently controversial issue of public policy or social affairs;

(2) a teacher who chooses to discuss a topic described by Subdivision (1) shall, to the best of the teacher's ability, strive to explore the topic from diverse and contending perspectives without giving deference to any one perspective;

(3) a school district, open-enrollment charter school, or teacher may not require, make part of a course, or award a grade or course credit, including extra credit, for a student's:

(A) political activism, lobbying, or efforts to persuade members of the legislative or executive branch at the federal, state, or local level to take specific actions by direct communication; or

(B) participation in any internship, practicum, or similar activity involving social or public policy advocacy; and

(4) a teacher, administrator, or other employee of a

state agency, school district, or open-enrollment charter school  
may not:

(A) be required to engage in training,  
orientation, or therapy that presents any form of race or sex  
stereotyping or blame on the basis of race or sex;

(B) require or make part of a course the concept  
that:

(i) one race or sex is inherently superior  
to another race or sex;

(ii) an individual, by virtue of the  
individual's race or sex, is inherently racist, sexist, or  
oppressive, whether consciously or unconsciously;

(iii) an individual should be discriminated  
against or receive adverse treatment solely or partly because of  
the individual's race;

(iv) members of one race or sex cannot and  
should not attempt to treat others without respect to race or sex;

(v) an individual's moral character,  
standing, or worth is necessarily determined by the individual's  
race or sex;

(vi) an individual, by virtue of the  
individual's race or sex, bears responsibility for actions  
committed in the past by other members of the same race or sex;

(vii) an individual should feel discomfort,  
guilt, anguish, or any other form of psychological distress on  
account of the individual's race or sex;

(viii) meritocracy or traits such as a hard

work ethic are racist or sexist or were created by members of a particular race to oppress members of another race;

(ix) the advent of slavery in the territory that is now the United States constituted the true founding of the United States; or

(x) with respect to their relationship to American values, slavery and racism are anything other than deviations from, betrayals of, or failures to live up to, the authentic founding principles of the United States, which include liberty and equality; and

(C) require an understanding of The 1619 Project.

(h-4) A state agency, school district, or open-enrollment charter school may not accept private funding for the purpose of developing a curriculum, purchasing or selecting curriculum materials, or providing teacher training or professional development for a course described by Subsection (h-3)(3).

(h-5) A school district or open-enrollment charter school may not implement, interpret, or enforce any rules or student code of conduct in a manner that would result in the punishment of a student for discussing, or have a chilling effect on student discussion of, the concepts described by Subsection (h-3)(4).

SECTION 2. (a) Except as provided by Subsection (b) of this section, this Act applies beginning with the 2021-2022 school year.

(b) Section 28.002(h-2), Education Code, as added by this Act, applies beginning with the 2022-2023 school year.

SECTION 3. Not later than December 31, 2022, the State Board

1 of Education shall review and revise, as needed, the essential  
2 knowledge and skills of the social studies curriculum as required  
3 by Section 28.002(h-2), Education Code, as added by this Act.

4 SECTION 4. If any provision of this Act or its application  
5 to any person or circumstance is held invalid, the invalidity does  
6 not affect other provisions or applications of this Act that can be  
7 given effect without the invalid provision or application, and to  
8 this end the provisions of this Act are declared to be severable.

9 SECTION 5. This Act takes effect immediately if it receives  
10 a vote of two-thirds of all the members elected to each house, as  
11 provided by Section 39, Article III, Texas Constitution. If this  
12 Act does not receive the vote necessary for immediate effect, this  
13 Act takes effect September 1, 2021.

By: Bruce Ceyntor

Substitute the following for H.B. No. 3979:

By: Bryan Hughes

**ADOPTED**

MAY 24 2021 .B. No. 3979

Lacey Law  
Secretary of the Senate

C.S. H .B. No. 3979

A BILL TO BE ENTITLED

1 AN ACT

2 relating to the social studies curriculum in public schools.

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

4 SECTION 1. Section 28.002, Education Code, is amended by  
5 adding Subsections (h-2), (h-3), and (h-4) to read as follows:

6 (h-2) In adopting the essential knowledge and skills for the  
7 social studies curriculum, the State Board of Education shall adopt  
8 essential knowledge and skills that develop each student's civic  
9 knowledge, including an understanding of:

10 (1) the fundamental moral, political, and intellectual  
11 foundations of the American experiment in self-government;

12 (2) the history, qualities, traditions, and features of  
13 civic engagement in the United States;

14 (3) the structure, function, and processes of  
15 government institutions at the federal, state, and local levels;

16 and

17 (4) the founding documents of the United States,  
18 including:

19 (A) the Declaration of Independence;

20 (B) the United States Constitution;

21 (C) the Federalist Papers, including Essays 10 and  
22 51;

23 (D) excerpts from Alexis de Tocqueville's  
24 Democracy in America;



1                    (E) the transcript of the first Lincoln-Douglas  
2 debate; and

3                    (F) the writings of the founding fathers of the  
4 United States.

5            (h-3) For courses in the social studies curriculum in Texas  
6 history, United States history, world history, government, civics,  
7 social studies, or other similar subjects:

8                    (1) a teacher may not be compelled to discuss current  
9 events or widely debated and currently controversial issues of  
10 public policy or social affairs;

11                   (2) a teacher who chooses to discuss topics described  
12 by Subdivision (1) shall, to the best of the teacher's ability,  
13 strive to explore those topics from diverse and contending  
14 perspectives without giving deference to any one perspective;

15                   (3) a school district, open-enrollment charter school,  
16 or teacher may not require, make part of a course, or award a grade  
17 or course credit, including extra credit, for a student's:

18                   (A) work for, affiliation with, or service  
19 learning in association with any organization engaged in:

20                            (i) lobbying for legislation at the federal,  
21 state, or local level; or

22                            (ii) social or public policy advocacy;

23                   (B) political activism, lobbying, or efforts to  
24 persuade members of the legislative or executive branch at the  
25 federal, state, or local level to take specific actions by direct  
26 communication; or

27                   (C) participation in any practicum or similar

1 activity involving social or public policy advocacy; and

2 (4) a teacher, administrator, or other employee of a  
3 state agency, school district, or open-enrollment charter school  
4 may not:

5 (A) be required to engage in training,  
6 orientation, or therapy that presents any form of race or sex  
7 stereotyping or blame on the basis of race or sex; and

8 (B) require or make part of a course the concept  
9 that:

10 (i) one race or sex is inherently superior to  
11 another race or sex;

12 (ii) an individual, by virtue of the  
13 individual's race or sex, is inherently racist, sexist, or  
14 oppressive, whether consciously or unconsciously;

15 (iii) an individual should be discriminated  
16 against or receive adverse treatment solely or partly because of  
17 the individual's race or sex;

18 (iv) members of one race or sex cannot and  
19 should not attempt to treat others without respect to race or sex;

20 (v) an individual's moral character is  
21 necessarily determined by the individual's race or sex;

22 (vi) an individual, by virtue of the  
23 individual's race or sex, bears responsibility for actions  
24 committed in the past by other members of the same race or sex;

25 (vii) an individual should feel discomfort,  
26 guilt, anguish, or any other form of psychological distress on  
27 account of the individual's race or sex; or

1                    (viii) meritocracy or traits such as a hard  
2 work ethic are racist or sexist or were created by members of a  
3 particular race to oppress members of another race.

4            (h-4) A state agency, school district, or open-enrollment  
5 charter school may not accept private funding for the purpose of  
6 developing a curriculum, purchasing or selecting curriculum  
7 materials, or providing teacher training or professional  
8 development for a course described by Subsection (h-3).

9            SECTION 2. (a) Except as provided by Subsection (b) of this  
10 section, this Act applies beginning with the 2021-2022 school year.

11            (b) Section 28.002(h-2), Education Code, as added by this  
12 Act, applies beginning with the 2022-2023 school year.

13            SECTION 3. Not later than December 31, 2022, the State Board  
14 of Education shall review and revise, as needed, the essential  
15 knowledge and skills of the social studies curriculum as required  
16 by Section 28.002(h-2), Education Code, as added by this Act.

17            SECTION 4. This Act takes effect immediately if it receives  
18 a vote of two-thirds of all the members elected to each house, as  
19 provided by Section 39, Article III, Texas Constitution. If this  
20 Act does not receive the vote necessary for immediate effect, this  
21 Act takes effect September 1, 2021.

ADOPTED

RV 18-13

MAY 22 2021

*As Amended*  
*Lacey Spaw*  
Secretary of the Senate

FLOOR AMENDMENT NO. 1

BY:

*Brandon Ceyttor*

1 Amend C.S.H.B. No. 3979 (senate committee printing) by  
2 striking all below the enacting clause and substituting the  
3 following:

4 SECTION 1. Subchapter J, Chapter 21, Education Code, is  
5 amended by adding Section 21.4555 to read as follows:

6 Sec. 21.4555. CIVICS TRAINING PROGRAM. (a) To facilitate  
7 the teaching of curriculum consistent with Sections 28.002(h-2)  
8 and (h-3), the commissioner shall develop and make available civics  
9 training programs for teachers and administrators.

10 (b) A civics training program developed under this section  
11 must include training in:

12 (1) guided classroom discussion of current events, as  
13 appropriate for the grade level and consistent with the  
14 restrictions under Section 28.002(h-3);

15 (2) the essential knowledge and skills for the social  
16 studies curriculum related to civic knowledge adopted under  
17 Section 28.002(h-2);

18 (3) classroom simulations and models of governmental  
19 and democratic processes consistent with the requirements and  
20 restrictions of Sections 28.002(h-2) and (h-3);

21 (4) media literacy, including instruction on verifying  
22 information and sources and identifying propaganda, as appropriate  
23 for the grade level and consistent with the restrictions under  
24 Section 28.002(h-3); and

25 (5) strategies for incorporating civics instruction

1 into subject areas other than social studies.

2 (c) The commissioner by rule shall establish the grade  
3 levels at which a teacher provides instruction to be eligible to  
4 participate in a civics training program. In making the  
5 determination, the commissioner shall include grade levels for  
6 which the State Board of Education makes significant revisions to  
7 the essential knowledge and skills for the social studies  
8 curriculum under Section 28.002(h-2).

9 (d) Each civics training program developed under Subsection  
10 (a) must be reviewed and approved by the State Board of Education.  
11 The board shall annually review each program.

12 (e) Each school district and open-enrollment charter school  
13 shall ensure that each district or school campus that offers a  
14 grade level described by Subsection (c) has at least one teacher  
15 and one principal or campus instructional leader who has attended  
16 a civics training program. The agency shall provide assistance to  
17 school districts and open-enrollment charter schools in complying  
18 with the requirements of this subsection.

19 (f) From funds available for that purpose, a teacher who  
20 attends a civics training program may receive a stipend in an  
21 amount determined by the commissioner. A stipend received under  
22 this section is not included in determining whether a district is  
23 paying the teacher the minimum monthly salary under Section 21.402.

24 (g) The commissioner may delay implementation of Subsection  
25 (e) to a school year not later than the 2025-2026 school year if  
26 the revision of the essential knowledge and skills for the social  
27 studies curriculum under Section 28.002(h-2) or the availability

1 of civics training programs does not occur in a manner that  
2 reasonably affords public schools the ability to comply with that  
3 subsection by an earlier school year. This subsection expires  
4 September 1, 2026.

5 SECTION 2. Section 28.002, Education Code, is amended by  
6 adding Subsections (h-2), (h-3), (h-4), (h-5), (h-6), and (h-7) to  
7 read as follows:

8 (h-2) In adopting the essential knowledge and skills for the  
9 social studies curriculum for each grade level from kindergarten  
10 through grade 12, the State Board of Education shall adopt  
11 essential knowledge and skills that develop each student's civic  
12 knowledge, including:

13 (1) an understanding of:

14 (A) the fundamental moral, political, and  
15 intellectual foundations of the American experiment in self-  
16 government;

17 (B) the history, qualities, traditions, and  
18 features of civic engagement in the United States;

19 (C) the structure, function, and processes of  
20 government institutions at the federal, state, and local levels;  
21 and

22 (D) the founding documents of the United States,  
23 including:

24 (i) the Declaration of Independence;

25 (ii) the United States Constitution;

26 (iii) the Federalist Papers, including

27 Essays 10 and 51;

1                    (iv) excerpts from Alexis de Tocqueville's  
2 Democracy in America;

3                    (v) the transcript of the first Lincoln-  
4 Douglas debate; and

5                    (vi) the writings of the founding fathers of  
6 the United States;

7            (2) the ability to:

8                    (A) analyze and determine the reliability of  
9 information sources;

10                   (B) formulate and articulate reasoned positions;

11                   (C) understand the manner in which local, state,  
12 and federal government works and operates through the use of  
13 simulations and models of governmental and democratic processes;

14                   (D) actively listen and engage in civil discourse,  
15 including discourse with those with different viewpoints;

16                   (E) responsibly participate as a citizen in a  
17 constitutional democracy; and

18                   (F) effectively engage with governmental  
19 institutions at the local, state, and federal levels; and

20            (3) an appreciation of:

21                   (A) the importance and responsibility of  
22 participating in civic life;

23                   (B) a commitment to the United States and its form  
24 of government; and

25                   (C) a commitment to free speech and civil  
26 discourse.

27            (h-3) For any course or subject, including an innovative

1 course, for a grade level from kindergarten through grade 12:

2 (1) a teacher may not be compelled to discuss a  
3 particular current event or widely debated and currently  
4 controversial issue of public policy or social affairs;

5 (2) a teacher who chooses to discuss a topic described  
6 by Subdivision (1) shall, to the best of the teacher's ability,  
7 strive to explore that topic from diverse and contending  
8 perspectives without giving deference to any one perspective;

9 (3) a school district, open-enrollment charter school,  
10 or teacher may not require, make part of a course, or award a grade  
11 or course credit, including extra credit, for a student's:

12 (A) work for, affiliation with, or service  
13 learning in association with any organization engaged in:

14 (i) lobbying for legislation at the federal,  
15 state, or local level; or

16 (ii) social policy advocacy or public policy  
17 advocacy;

18 (B) political activism, lobbying, or efforts to  
19 persuade members of the legislative or executive branch at the  
20 federal, state, or local level to take specific actions by direct  
21 communication; or

22 (C) participation in any practicum or similar  
23 activity involving social policy or public policy advocacy; and

24 (4) a teacher, administrator, or other employee of a  
25 state agency, school district, or open-enrollment charter school  
26 may not:

27 (A) require, or make part of a course, concepts



1 that serve to inculcate;

2 (B) teach, instruct, or train any administrator,  
3 teacher, or staff member of a state agency, school district, or  
4 open-enrollment charter school to adopt the concept that:

5 (i) one race or sex is inherently superior to  
6 another race or sex;

7 (ii) an individual, by virtue of the  
8 individual's race or sex, is inherently racist, sexist, or  
9 oppressive, whether consciously or unconsciously;

10 (iii) an individual should be discriminated  
11 against or receive adverse treatment solely or partly because of  
12 the individual's race or sex;

13 (iv) an individual's moral character is  
14 necessarily determined by the individual's race or sex;

15 (v) an individual, by virtue of the  
16 individual's race or sex, bears responsibility for actions  
17 committed in the past by other members of the same race or sex;

18 (vi) an individual should feel discomfort,  
19 guilt, anguish, or any other form of psychological distress on  
20 account of the individual's race or sex;

21 (vii) meritocracy or traits such as a hard  
22 work ethic are racist or sexist or were created by members of a  
23 particular race to oppress members of another race;

24 (viii) the advent of slavery in the territory  
25 that is now the United States constituted the true founding of the  
26 United States; or

27 (ix) with respect to their relationship to

1 American values, slavery and racism are anything other than  
2 deviations from, betrayals of, or failures to live up to, the  
3 authentic founding principles of the United States, which include  
4 liberty and equality; and

5 (C) require an understanding of The 1619 Project.

6 (h-4) A state agency, school district, or open-enrollment  
7 charter school may not accept private funding for the purpose of  
8 developing a curriculum, purchasing or selecting curriculum  
9 materials, or providing teacher training or professional  
10 development for a course described by Subsections (h-3)(3) and  
11 (4).

12 (h-5) Subsection (h-3)(3) may not be construed to apply to  
13 a student's participation in community charitable projects, such  
14 as building community gardens, volunteering at local food banks,  
15 or other service projects.

16 (h-6) A school district or open-enrollment charter school  
17 may not implement, interpret, or enforce any rules or student code  
18 of conduct in a manner that would result in the punishment of a  
19 student for discussing, or have a chilling effect on student  
20 discussion of, the concepts described by Subsection (h-3)(4).

21 (h-7) The agency shall ensure that each school district or  
22 open-enrollment charter school teaches civics education as part of  
23 the district's social studies curriculum in a manner consistent  
24 with the essential knowledge and skills adopted under Subsection  
25 (h-2).

26 SECTION 3. (a) Except as provided by Subsection (b) of this  
27 section, this Act applies beginning with the 2021-2022 school year.

1 (b) Section 28.002(h-2), Education Code, as added by this  
2 Act, applies beginning with the 2022-2023 school year.

3 SECTION 4. Not later than December 31, 2022, the State Board  
4 of Education shall review and revise, as needed, the essential  
5 knowledge and skills of the social studies curriculum as required  
6 by Section 28.002(h-2), Education Code, as added by this Act.

7 SECTION 5. If any provision of this Act or its application  
8 to any person or circumstance is held invalid, the invalidity does  
9 not affect other provisions or applications of this Act that can  
10 be given effect without the invalid provision or application, and  
11 to this end the provisions of this Act are declared to be  
12 severable.

13 SECTION 6. This Act takes effect immediately if it receives  
14 a vote of two-thirds of all the members elected to each house, as  
15 provided by Section 39, Article III, Texas Constitution. If this  
16 Act does not receive the vote necessary for immediate effect, this  
17 Act takes effect September 1, 2021.

FLOOR AMENDMENT NO.

2

**ADOPTED**  
✓✓  
MAY 22 2021

*Lacey Spaw*  
Secretary of the Senate

*By: [Signature]*

Amend Floor Amendment No. 1 to C.S.H.B. No. 3979, on page 5,  
line 23, between "policy" and "or", insert "advocacy".

**ADOPTED**

✓✓  
MAY 22 2021

FLOOR AMENDMENT NO. 7

*Latey Law*  
Secretary of the Senate

By:

*W. H. Zuffrini*  
*Byron Hughes*

Amend Floor Amendment No. 1 to C.S.H.B. No. 3979, in added  
Section 28.002(h-2)(1) as follows:

(1) In Paragraph (C) (page 3, line 21), strike "and".

(2) In Paragraph (D) (iv) (page 4, line 6), between "States"  
and the underlined semicolon, insert the following appropriately  
lettered paragraph and reletter subsequent paragraphs of the  
subdivision accordingly:

; and

( ) the history and importance of events such as:

(i) the federal Civil Rights Act of 1964 42 U.S.C.

Section 2000a et seq.;

(ii) the Thirteenth, Fourteenth, and Nineteenth  
Amendments to the United States Constitution;

(iii) the complexity of the historic relationship  
between Texas and Mexico, and the diversity of the Hispanic  
population

LEGISLATIVE BUDGET BOARD  
Austin, Texas

FISCAL NOTE, 87TH LEGISLATIVE REGULAR SESSION

May 25, 2021

TO: Honorable Dade Phelan, Speaker of the House, House of Representatives

FROM: Jerry McGinty, Director, Legislative Budget Board

IN RE: HB3979 by Toth (Relating to the social studies curriculum in public schools.), As Passed 2nd House

**Estimated Two-year Net Impact to General Revenue Related Funds** for HB3979, As Passed 2nd House : a negative impact of (\$14,625,000) through the biennium ending August 31, 2023.

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:

<i>Fiscal Year</i>	Probable Net Positive/(Negative) Impact to <i>General Revenue Related Funds</i>
2022	\$0
2023	(\$14,625,000)
2024	(\$14,625,000)
2025	(\$14,625,000)
2026	(\$14,625,000)

All Funds, Five-Year Impact:

<i>Fiscal Year</i>	Probable Savings/(Cost) from <i>General Revenue Fund</i> 1
2022	\$0
2023	(\$14,625,000)
2024	(\$14,625,000)
2025	(\$14,625,000)
2026	(\$14,625,000)

Fiscal Analysis

Among its provisions, the bill would require the Commissioner or Education to develop civics training for educators containing certain components established under the bill. The programs would be reviewed and approved by the State Board of Education (SBOE). Each local education agency (LEA) would be required to have at least one teacher and one campus administrator who has attended a civics training program. The Texas Education Agency (TEA) would help LEAs meet this requirement and individuals would be eligible for stipends for attending training programs. The commissioner could delay implementation of this requirement if the revision of the essential knowledge and skills for the social studies curriculum or the civics training programs was not yet available. The bill would also require that no private funding be used for curriculum development, purchase or choice of curricular materials, teacher training, or professional development pertaining to certain

courses.

**Methodology**

According to TEA, there would be costs to the agency to develop and implement the civics training program. Based on costs to develop and implement the current reading and math academies, the agency estimates that the cost to develop and implement the training program would be approximately \$14.625 million annually beginning in fiscal year fiscal year 2023. If the commissioner were to delay implementation, the costs would also be delayed.

**Local Government Impact**

To the extent that a local education agency relied on private funds for any of the prohibited activities, that LEA could see increased costs as a result of the bill.

**Source Agencies:** 701 Texas Education Agency

**LBB Staff:** JMc, LBO, AH, THO

**LEGISLATIVE BUDGET BOARD**

**Austin, Texas**

**FISCAL NOTE, 87TH LEGISLATIVE REGULAR SESSION**

**May 17, 2021**

**TO:** Honorable Bryan Hughes, Chair, Senate Committee on State Affairs

**FROM:** Jerry McGinty, Director, Legislative Budget Board

**IN RE: HB3979** by Toth (relating to the social studies curriculum in public schools.), **Committee Report  
2nd House, Substituted**

<b>No significant fiscal implication to the State is anticipated.</b>
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Among its provisions, the bill would require that no private funding be used for curriculum development, purchase or choice of curricular materials, teacher training, or professional development pertaining to courses on Texas, United States, and world history, government, civics, social studies, or similar subject areas.

It is assumed that the costs associated with the bill's provisions relating to civics instruction public school students and instruction policies in public schools could be absorbed using existing resources.

**Local Government Impact**

To the extent that a local education agency relied on private funds for any of the prohibited activities, that LEA could see increased costs as a result of the bill.

**Source Agencies:** 701 Texas Education Agency

**LBB Staff:** JMc, SMAT, SD, CMA, AH, THO, SL



**LEGISLATIVE BUDGET BOARD**

**Austin, Texas**

**FISCAL NOTE, 87TH LEGISLATIVE REGULAR SESSION**

**May 17, 2021**

**TO:** Honorable Bryan Hughes, Chair, Senate Committee on State Affairs

**FROM:** Jerry McGinty, Director, Legislative Budget Board

**IN RE: HB3979** by Toth (Relating to the social studies curriculum in public schools.), **As Engrossed**

<b>No significant fiscal implication to the State is anticipated.</b>
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Among its provisions, the bill would require that no private funding be used for curriculum development, purchase or choice of curricular materials, teacher training, or professional development pertaining to courses on Texas, United States, and world history, government, civics, social studies, or similar subject areas. The bill would also require the State Board of Education to adopt essential knowledge and skills related to various civic concepts, individuals, and historical events.

This analysis assumes that the costs associated with the bill's provisions could be absorbed using existing resources.

**Local Government Impact**

To the extent that a local education agency relied on private funds for any of the prohibited activities, that LEA could see increased costs as a result of the bill.

**Source Agencies:** 701 Texas Education Agency

**LBB Staff:** JMc, SMAT, AH, THO, SL, SD

**LEGISLATIVE BUDGET BOARD**

**Austin, Texas**

**FISCAL NOTE, 87TH LEGISLATIVE REGULAR SESSION**

**Revision 1**

**May 3, 2021**

**TO:** Honorable Harold V. Dutton, Jr., Chair, House Committee on Public Education

**FROM:** Jerry McGinty, Director, Legislative Budget Board

**IN RE: HB3979** by Toth (relating to the social studies curriculum in public schools.), **Committee Report**  
**1st House, Substituted**

<p><b>No significant fiscal implication to the State is anticipated.</b></p>
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Among its provisions, the bill would require that no private funding be used for curriculum development, purchase or choice of curricular materials, teacher training, or professional development pertaining to courses on Texas, United States, and world history, government, civics, social studies, or similar subject areas.

It is assumed that the costs associated with the bill's provisions relating to civics instruction public school students and instruction policies in public schools could be absorbed using existing resources.

**Local Government Impact**

To the extent that a local education agency relied on private funds for any of the prohibited activities, that LEA could see increased costs as a result of the bill.

**Source Agencies:** 701 Texas Education Agency

**LBB Staff:** JMc, SL, THO, SD, SMAT, AH

**LEGISLATIVE BUDGET BOARD**

**Austin, Texas**

**FISCAL NOTE, 87TH LEGISLATIVE REGULAR SESSION**

**April 26, 2021**

**TO:** Honorable Harold V. Dutton, Jr., Chair, House Committee on Public Education

**FROM:** Jerry McGinty, Director, Legislative Budget Board

**IN RE: HB3979** by Toth (relating to the social studies curriculum in public schools.), **Committee Report**  
**1st House, Substituted**

<b>No significant fiscal implication to the State is anticipated.</b>
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Among its provisions, the bill would require that no private funding be used for curriculum development, purchase or choice of curricular materials, teacher training, or professional development pertaining to courses on Texas, United States, and world history, government, civics, social studies, or similar subject areas.

It is assumed that the costs associated with the bill's provisions relating to civics instruction public school students and instruction policies in public schools could be absorbed using existing resources.

**Local Government Impact**

To the extent that a local education agency relied on private funds for any of the prohibited activities, that LEA could see increased costs as a result of the bill.

**Source Agencies:** 701 Texas Education Agency

**LBB Staff:** JMc, SL, THO, SMAT, AH

**LEGISLATIVE BUDGET BOARD**

**Austin, Texas**

**FISCAL NOTE, 87TH LEGISLATIVE REGULAR SESSION**

**April 10, 2021**

**TO:** Honorable Harold V. Dutton, Jr., Chair, House Committee on Public Education

**FROM:** Jerry McGinty, Director, Legislative Budget Board

**IN RE: HB3979** by Toth (Relating to civics instruction public school students and instruction policies in public schools.), **As Introduced**

<b>No significant fiscal implication to the State is anticipated.</b>
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Among its provisions, the bill would require that no private funding be used for curriculum development, purchase or choice of curricular materials, teacher training, or professional development pertaining to courses on Texas, United States, and world history, government, civics, social studies, or similar subject areas.

It is assumed that the costs associated with the bill's provisions relating to civics instruction public school students and instruction policies in public schools could be absorbed using existing resources.

**Local Government Impact**

To the extent that a local education agency relied on private funds for any of the prohibited activities, that LEA could see increased costs as a result of the bill.

**Source Agencies:** 701 Texas Education Agency

**LBB Staff:** JMc, SL, THO