



SOUTH CAROLINA REVENUE AND FISCAL AFFAIRS OFFICE
STATEMENT OF ESTIMATED FISCAL IMPACT
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Bill Number: H. 3415 Amended by House Education and Public Works K-12
 Subcommittee on February 14, 2017

Author: Clary

Subject: Teacher Certification and Read to Succeed Act

Requestor: House Education and Public Works

RFA Analyst(s): Shuford, Walling, and Gable

Impact Date: March 1, 2017 - Updated for additional agency response

Estimate of Fiscal Impact

	FY 2017-18	FY 2018-19
State Expenditure		
General Fund	\$0	\$0
Other and Federal	\$371,532	\$0
Full-Time Equivalent Position(s)	4.00	0.00
State Revenue		
General Fund	\$0	\$0
Other and Federal	\$0	\$0
Local Expenditure	\$0	\$0
Local Revenue	\$0	\$0

Fiscal Impact Summary

This bill would have no expenditure impact on the General Fund or Federal Funds for the Department of Education as the additional cost of offering the course would be managed within its existing appropriations.

Additionally, this bill will increase the Other Funds expenditures of the public institutions of higher education by \$371,532 for the salary and fringe of 4.00 additional FTEs. This bill will not impact the General or Federal Funds of the public institutions of higher education. The Revenue and Fiscal Affairs Office anticipates that the additional cost will diminish or be eliminated over time as the affected institutions of higher education have an opportunity to re-align their resources with the requirements of this bill.

Explanation of Fiscal Impact

Amended by House Education and Public Works K-12 Subcommittee on February 14, 2017

Updated for additional agency response

State Expenditure

The bill requires all students entering into a teacher education program seeking certification at the elementary childhood or elementary level to complete three credit hours focusing on identifying and instructing students with dyslexia and other reading disorders. The three credit hours are to be included within the twelve credit hour sequence in literacy these students are currently required to complete. Additionally, this bill requires instruction relating to dyslexia

and other reading disorders as part of continuing education for the literacy add-on endorsement. Current law requires early childhood and elementary education certified classroom teachers, reading interventionists, and special education teachers who provide learning disability and speech services to earn the literacy add-on endorsement within ten years of their most recent certification by taking at least two courses or six credit hours every five years, or the equivalent professional development hours as determined by the South Carolina Read to Succeed Office. This bill requires both the three hours pre-service credit and the literacy teacher add-on endorsement focus on using multi-sensory, evidence-based instruction for students with dyslexia and other reading disorders.

The Department of Education. To meet the requirements of this bill, the Department of Education would offer an online course on identification and instruction for students with dyslexia and other reading disorders. The department anticipates the additional costs of the course could be managed within its existing appropriations, and therefore, this bill would have no expenditure impact on the General Fund, Other Funds, or Federal Funds.

The Commission on Higher Education. This bill requires that of the twelve hour sequence in early education and elementary level certification programs, three hours focus on identifying and instructing students with dyslexia and other reading disorders. The three hours must be offered through an institution of higher education's department of special education or its equivalent. Based on responses from nine higher education institutions and the technical college system, this bill will increase expenditures to Other Funds by \$371,532. This amount is based on the following responses from the institutions:

- Clemson University expects to need 2.5 additional positions in special education faculty to meet the requirements of the bill. The amount for the salary and fringe of these positions will be \$225,000.
- The University of South Carolina expects to spend \$36,633 for the salary and fringe of one half-time position to offer its course on dyslexia to all student in the elementary and early childhood education program.
- Winthrop University estimates an additional expenditure of \$73,266 for the salary and fringe of one new position.
- The Medical University of South Carolina, the College of Charleston, Francis Marion University, Lander University, South Carolina State University, and the South Carolina Technical Systems indicate their current Read to Succeed program currently satisfies the requirements of the bill and, therefore, no or minimal expenditures to Other Funds that can be absorbed within current operations.

This bill will have no expenditure impact on the General Fund or Federal Funds. The Revenue and Fiscal Affairs Office anticipates that the additional cost will diminish or be eliminated over time as the affected institutions of higher education have an opportunity to re-align their resources with the requirements of this bill.

State Revenue

N/A

Local Expenditure

N/A

Local Revenue

N/A

Introduced on January 11, 2017**State Expenditure**

The bill requires all students entering into a teacher education program to complete three credit hours focusing on identifying and assisting students with dyslexia as a new component of the current twelve hours in literacy. Additionally, this bill requires instruction relating to dyslexia as part of continuing education for the literacy add-on endorsement. Current law requires early childhood and elementary education certified classroom teachers, reading interventionists, and special education teachers who provide learning disability and speech services to earn the literacy add-on endorsement within ten years of their most recent certification by taking at least two courses or six credit hours every five years, or the equivalent professional development hours as determined by the South Carolina Read to Succeed Office. This bill adds new requirements that the courses leading to the literacy add-on endorsement include identification and instruction for students with dyslexia.

The Department of Education. To meet the requirements of this bill, the Department of Education would offer an online course on identification and instruction for students with dyslexia. The department anticipates the additional costs of the course could be managed within its existing appropriations, and therefore, this bill would have no expenditure impact on the General Fund, Other Funds, or Federal Funds.

The Commission on Higher Education. This bill requires that of the twelve hour sequence in early education and elementary level certification programs, three hours focus on identifying and assisting students with dyslexia. The three hours will be offered through an institution of higher education's department of special education or its equivalent. This bill has an undetermined expenditure impact to the General Fund, pending a response from the agency.

State Revenue

N/A

Local Expenditure

N/A

Local Revenue

N/A



Frank A. Rainwater, Executive Director