

## Chapter 1044

H.B. No. 1886

### AN ACT

1  
2 relating to dyslexia screening and testing in public schools, the  
3 employment of dyslexia specialists by regional education service  
4 centers, the development of a list of training opportunities for  
5 educators regarding dyslexia, and transition planning for students  
6 enrolled in a special education program.

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

8 SECTION 1. Subchapter B, Chapter 8, Education Code, is  
9 amended by adding Section 8.061 to read as follows:

10 Sec. 8.061. DYSLEXIA SPECIALIST. Each regional education  
11 service center shall employ as a dyslexia specialist a person  
12 licensed as a dyslexia therapist under Chapter 403, Occupations  
13 Code, to provide school districts served by the center with support  
14 and resources that are necessary to assist students with dyslexia  
15 and the families of students with dyslexia.

16 SECTION 2. Section 29.011, Education Code, is amended to  
17 read as follows:

18 Sec. 29.011. TRANSITION PLANNING. (a) The commissioner  
19 shall by rule adopt procedures for compliance with federal  
20 requirements relating to transition services for students who are  
21 enrolled in special education programs under this subchapter. The  
22 procedures must specify the manner in which a student's admission,  
23 review, and dismissal committee must consider, and if appropriate,  
24 address the following issues in the student's individualized

1 education program:

2 (1) appropriate student involvement in the student's  
3 transition to life outside the public school system;

4 (2) if the student is younger than 18 years of age,  
5 appropriate [~~parental~~] involvement in the student's transition by  
6 the student's parents and other persons invited to participate by:

7 (A) the student's parents; or

8 (B) the school district in which the student is  
9 enrolled;

10 (3) if the student is at least 18 years of age,  
11 [~~appropriate parental~~] involvement in the student's transition and  
12 future by the student's parents and other persons, if the parent or  
13 other person:

14 (A) is invited to participate by the student or  
15 the school district in which the student is enrolled; or

16 (B) has the student's consent to participate  
17 pursuant to a supported decision-making agreement under Chapter  
18 1357, Estates Code;

19 (4) appropriate [~~any~~] postsecondary education  
20 options, including preparation for postsecondary-level coursework;

21 (5) an appropriate [~~a~~] functional vocational  
22 evaluation;

23 (6) appropriate employment goals and objectives;

24 (7) if the student is at least 18 years of age, the  
25 availability of age-appropriate instructional environments,  
26 including community settings or environments that prepare the  
27 student for postsecondary education or training, competitive

1 integrated employment, or independent living, in coordination with  
2 the student's transition goals and objectives;

3 (8) appropriate independent living goals and  
4 objectives; [~~and~~]

5 (9) appropriate circumstances for facilitating a  
6 referral of [~~referring~~] a student or the student's parents to a  
7 governmental agency for services or public benefits, including a  
8 referral to a governmental agency to place the student on a waiting  
9 list for public benefits available to the student, such as a waiver  
10 program established under Section 1915(c), Social Security Act (42  
11 U.S.C. Section 1396n(c)); and

12 (10) the use and availability of appropriate:

13 (A) supplementary aids, services, curricula, and  
14 other opportunities to assist the student in developing  
15 decision-making skills; and

16 (B) supports and services to foster the student's  
17 independence and self-determination, including a supported  
18 decision-making agreement under Chapter 1357, Estates Code.

19 (a-1) A student's admission, review, and dismissal  
20 committee shall annually review the issues described by Subsection  
21 (a) and, if necessary, update the portions of the student's  
22 individualized education program that address those issues.

23 (a-2) The commissioner shall develop and post on the  
24 agency's Internet website a list of services and public benefits  
25 for which referral may be appropriate under Subsection (a)(9).

26 (b) The commissioner shall require each school district or  
27 shared services arrangement to designate at least one employee to

1 serve as the district's or shared services arrangement's designee  
2 on transition and employment services for students enrolled in  
3 special education programs under this subchapter. The  
4 commissioner shall develop minimum training guidelines for a  
5 district's or shared services arrangement's designee. An  
6 individual designated under this subsection must provide  
7 information and resources about effective transition planning and  
8 services, including each issue described by Subsection (a), and  
9 interagency coordination to ensure that local school staff  
10 communicate and collaborate with:

11 (1) students enrolled in special education programs  
12 under this subchapter and the parents of those students; and

13 (2) as appropriate, local and regional staff of the:

14 (A) Health and Human Services Commission;

15 (B) Texas Workforce Commission [~~Department of~~  
16 ~~Aging and Disability Services~~];

17 (C) [~~Department of Assistive and Rehabilitative~~  
18 ~~Services~~];

19 [~~D~~] Department of State Health Services; and

20 (D) [~~E~~] Department of Family and Protective  
21 Services.

22 (c) The commissioner shall review and, if necessary, update  
23 the minimum training guidelines developed under Subsection (b) at  
24 least once every four years. In reviewing and updating the  
25 guidelines, the commissioner shall solicit input from  
26 stakeholders.

27 SECTION 3. Sections 29.0112(b) and (e), Education Code, are

1 amended to read as follows:

2 (b) The transition and employment guide must be written in  
3 plain language and contain information specific to this state  
4 regarding:

5 (1) transition services;

6 (2) employment and supported employment services;

7 (3) social security programs;

8 (4) community and long-term services and support,  
9 including the option to place the student on a waiting list with a  
10 governmental agency for public benefits available to the student,  
11 such as a waiver program established under Section 1915(c), Social  
12 Security Act (42 U.S.C. Section 1396n(c));

13 (5) postsecondary educational programs and services,  
14 including the inventory maintained by the Texas Higher Education  
15 Coordinating Board under Section 61.0663;

16 (6) information sharing with health and human services  
17 agencies and providers;

18 (7) guardianship and alternatives to guardianship,  
19 including a supported decision-making agreement under Chapter  
20 1357, Estates Code;

21 (8) self-advocacy, person-directed planning, and  
22 self-determination; and

23 (9) contact information for all relevant state  
24 agencies.

25 (e) A school district shall:

26 (1) post the transition and employment guide on the  
27 district's website if the district maintains a website; [~~and~~]

1           (2) provide written information and, if necessary,  
2 assistance to a student or parent regarding how to access the  
3 electronic version of the guide at:

4                   (A) the first meeting of the student's admission,  
5 review, and dismissal committee at which transition is discussed;  
6 and [or]

7                   (B) the first committee meeting at which  
8 transition is discussed that occurs after the date on which the  
9 guide is updated; and

10           (3) on request, provide a printed copy of the guide to  
11 a student or parent [~~becomes available, if a student has already had~~  
12 ~~an admission, review, and dismissal committee meeting discussing~~  
13 ~~transition~~].

14           SECTION 4. Section 29.017, Education Code, is amended by  
15 amending Subsections (c) and (d) and adding Subsections (c-1),  
16 (c-2), (c-3), (e), and (f) to read as follows:

17           (c) Not later than one year before the 18th birthday of a  
18 student with a disability, the school district at which the student  
19 is enrolled shall:

20                   (1) provide to the student and the student's parents:

21                           (A) written notice regarding the transfer of  
22 rights under this section; and

23                           (B) information and resources regarding  
24 guardianship, alternatives to guardianship, including a supported  
25 decision-making agreement under Chapter 1357, Estates Code, and  
26 other supports and services that may enable the student to live  
27 independently; and

1           (2) ensure that the student's individualized education  
2 program includes a statement that the district provided the notice,  
3 information, and resources required under Subdivision (1).

4           (c-1) In accordance with 34 C.F.R. Section 300.520  
5 [300.517], the school district shall provide written notice to  
6 [notify] the student and the student's parents of the transfer of  
7 rights under this section. The notice must include the information  
8 and resources provided under Subsection (c)(1)(B).

9           (c-2) If a student with a disability or the student's parent  
10 requests information regarding guardianship or alternatives to  
11 guardianship from the school district at which the student is  
12 enrolled, the school district shall provide to the student or  
13 parent information and resources on supported decision-making  
14 agreements under Chapter 1357, Estates Code.

15           (c-3) The commissioner shall develop and post on the  
16 agency's Internet website a model form for use by school districts  
17 in notifying students and parents as required by Subsections (c)  
18 and (c-1). The form must include the information and resources  
19 described by Subsection (c). The commissioner shall review and  
20 update the form, including the information and resources, as  
21 necessary.

22           (d) The commissioner shall develop and post on the agency's  
23 Internet website the information and resources described by  
24 Subsections (c), (c-1), and (c-2).

25           (e) Nothing in this section prohibits a student from  
26 entering into a supported decision-making agreement under Chapter  
27 1357, Estates Code, after the transfer of rights under this

1 section.

2 (f) The commissioner shall adopt rules implementing the  
3 provisions of 34 C.F.R. Section 300.520(b) [~~300.517(b)~~].

4 SECTION 5. Sections 38.003(a) and (b-1), Education Code,  
5 are amended to read as follows:

6 (a) Students enrolling in public schools in this state shall  
7 be screened or tested, as appropriate, for dyslexia and related  
8 disorders at appropriate times in accordance with a program  
9 approved by the State Board of Education. The program must include  
10 screening at the end of the school year of each student in  
11 kindergarten and each student in the first grade.

12 (b-1) Unless otherwise provided by law, a student  
13 determined to have dyslexia during screening or testing under  
14 Subsection (a) or accommodated because of dyslexia may not be  
15 rescreened or retested for dyslexia for the purpose of reassessing  
16 the student's need for accommodations until the district  
17 reevaluates the information obtained from previous screening or  
18 testing of the student.

19 SECTION 6. Subchapter A, Chapter 38, Education Code, is  
20 amended by adding Section 38.0032 to read as follows:

21 Sec. 38.0032. DYSLEXIA TRAINING OPPORTUNITIES. (a) The  
22 agency shall annually develop a list of training opportunities  
23 regarding dyslexia that satisfy the requirements of Section  
24 21.054(b). The list of training opportunities must include at  
25 least one opportunity that is available online.

26 (b) A training opportunity included in the list developed  
27 under Subsection (a) must:

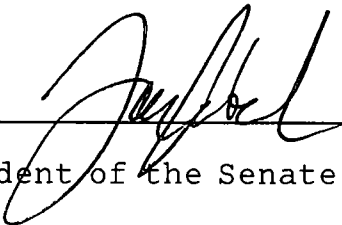


- 1           (1) comply with the knowledge and practice standards  
2 of an international organization on dyslexia; and  
3           (2) enable an educator to:  
4                 (A) understand and recognize dyslexia; and  
5                 (B) implement instruction that is systematic,  
6 explicit, and evidence-based to meet the educational needs of a  
7 student with dyslexia.

8           SECTION 7. Sections 29.011, 29.0112, and 29.017, Education  
9 Code, as amended by this Act, apply beginning with the 2018-2019  
10 school year.


11           SECTION 8. Section 38.003, Education Code, as amended by  
12 this Act, applies beginning with the 2017-2018 school year.

13           SECTION 9. 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, 2017.

  
\_\_\_\_\_  
President of the Senate

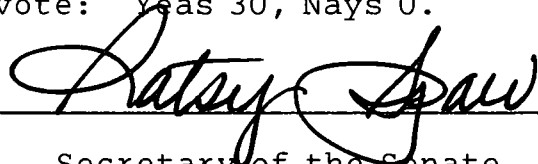
  
\_\_\_\_\_  
Speaker of the House

I certify that H.B. No. 1886 was passed by the House on May 12, 2017, by the following vote: Yeas 140, Nays 3, 1 present, not voting; that the House refused to concur in Senate amendments to H.B. No. 1886 on May 26, 2017, and requested the appointment of a conference committee to consider the differences between the two houses; and that the House adopted the conference committee report on H.B. No. 1886 on May 28, 2017, by the following vote: Yeas 141, Nays 6, 2 present, not voting.

  
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Chief Clerk of the House

H.B. No. 1886


I certify that H.B. No. 1886 was passed by the Senate, with amendments, on May 24, 2017, by the following vote: Yeas 27, Nays 4; at the request of the House, the Senate appointed a conference committee to consider the differences between the two houses; and that the Senate adopted the conference committee report on H.B. No. 1886 on May 28, 2017, by the following vote: Yeas 30, Nays 0.

  
Secretary of the Senate

APPROVED: 6-13-2017  
Date

  
Governor

FILED IN THE OFFICE OF THE  
SECRETARY OF STATE  
3 pm O'CLOCK

JUN 15 2017  
  
Secretary of State

**LEGISLATIVE BUDGET BOARD  
Austin, Texas**

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

**May 27, 2017**

**TO:** Honorable Dan Patrick, Lieutenant Governor, Senate  
Honorable Joe Straus, Speaker of the House, House of Representatives

**FROM:** Ursula Parks, Director, Legislative Budget Board

**IN RE: HB1886** by Miller (Relating to dyslexia screening and testing in public schools, the employment of dyslexia specialists by regional education service centers, the development of a list of training opportunities for educators regarding dyslexia, and transition planning for students enrolled in a special education program.), **Conference Committee Report**

<p><b>No significant fiscal implication to the State is anticipated.</b></p>
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The bill would amend the Education Code to require screening or testing of all students for dyslexia upon enrollment in kindergarten and testing each student in the first grade at the end of the school year. The bill would require each regional education service center to employ a dyslexia specialist and would specify persons eligible for the position. The bill would require TEA to annually develop a list of training opportunities that comply with the knowledge and practice standards of an international organization on dyslexia and enable an educator to understand and recognize dyslexia and implement certain evidence-based instruction. The bill would require at least one training opportunity to be available online.

The bill would change the requirements related to transition planning for students with disabilities who receive special education services. The bill would expand the requirements for what must be provided to students and their families; update certain minimum training guidelines; amend requirements for the transition and employment guide; and amend information to be included in a required notice.

The bill would take effect immediately if passed with necessary voting margins, or September 1, 2017. Provisions related to dyslexia services would apply beginning school year 2017-18. Provisions related to transition planning would apply beginning school year 2018-19.

**Local Government Impact**

School districts and open-enrollment charter school would incur costs associated with the required screening or testing at kindergarten and first grade. Assuming that most districts would choose to screen students, the cost of a typical dyslexia screener ranges from \$2 to \$10 per student. According to TEA, there were 376,814 kindergarten students and 409,977 first grade students enrolled in school year 2015-16. Assuming a cost of \$5 per student, the statewide local cost to assess all kindergarten students would be \$1.8 million (\$5 per student x 376,814 students), with additional cost of \$2 million (\$5 per student X 409,977 students) to assess all first

grade students. TEA indicates that many districts already use certain reading assessments that may also be used to as a dyslexia screener; therefore, these costs would vary among districts.

Additionally, districts and charters may opt to test students for dyslexia. The cost of a typical dyslexia test range from \$500 to \$1,000 per student. Cost related to testing would also vary among districts depending on the number of students tested.

Education Service Centers (ESCs) may incur additional costs related to employing a dyslexia specialist with the qualifications as specified in the bill; however, TEA indicates that each ESC already employs a dyslexia specialist so these costs would be minimal.

**Source Agencies:** 701 Texas Education Agency

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

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

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

**May 25, 2017**

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

**FROM:** Ursula Parks, Director, Legislative Budget Board

**IN RE: HB1886** by Miller (Relating to dyslexia screening and testing, the employment of dyslexia specialists by regional education service centers, and the development by the Texas Education Agency of a list of training opportunities for educators regarding dyslexia.), **As Passed 2nd House**

<p><b>No significant fiscal implication to the State is anticipated.</b></p>
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The bill would amend the Education Code to require screening or testing of all students for dyslexia upon enrollment in kindergarten and testing each student in the first grade at the end of the school year. The bill would require each regional education service center to employ a dyslexia specialist and would specify persons eligible for the position. The bill would require TEA to annually develop a list of training opportunities that comply with the knowledge and practice standards of an international organization on dyslexia and enable an educator to understand and recognize dyslexia and implement certain evidence-based instruction. The bill would require at least one training opportunity to be available online.

The bill would require special education continuing advisory committee (CAC) meetings to be conducted in compliance with Chapter 551, Government Code. The bill would specify the CAC to have certain procedures and would require the CAC to submit a report to the Legislature with recommended changes to laws and rules related to special education by January 1 of each odd-numbered year.

The bill would change the requirements related to transition planning for students with disabilities who receive special education services. The bill would expand the requirements for what must be provided to students and their families; update certain minimum training guidelines; amend requirements for the transition and employment guide; and amend information to be included in a required notice.

The bill would take effect immediately if passed with necessary voting margins, or September 1, 2017. Provisions related to dyslexia services and special education continuing advisory committee (CAC) meetings would apply beginning school year 2017-18. Provisions related to transition planning would apply beginning school year 2018-19.

The Texas Education Agency would experience some administrative costs related to supporting the CAC in developing the legislative report; however, this analysis assumes the agency could absorb the cost within existing resources.

## **Local Government Impact**

School districts and open-enrollment charter school would incur costs associated with the required screening or testing at kindergarten and first grade. Assuming that most districts would choose to screen students, the cost of a typical dyslexia screener ranges from \$2 to \$10 per student. According to TEA, there were 376,814 kindergarten students and 409,977 first grade students enrolled in school year 2015-16. Assuming a cost of \$5 per student, the statewide local cost to assess all kindergarten students would be \$1.8 million (\$5 per student x 376,814 students), with additional cost of \$2 million (\$5 per student X 409,977 students) to assess all first grade students. TEA indicates that many districts already use certain reading assessments that may also be used to as a dyslexia screener; therefore, these costs would vary among districts.

Additionally, districts and charters may opt to test students for dyslexia. The cost of a typical dyslexia test range from \$500 to \$1,000 per student. Cost related to testing would also vary among districts depending on the number of students tested.

Education Service Centers (ESCs) may incur additional costs related to employing a dyslexia specialist with the qualifications as specified in the bill; however, TEA indicates that each ESC already employs a dyslexia specialist so these costs would be minimal.

**Source Agencies:** 701 Texas Education Agency

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

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

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

**May 16, 2017**

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

**FROM:** Ursula Parks, Director, Legislative Budget Board

**IN RE: HB1886** by Miller (Relating to dyslexia screening and testing, the employment of dyslexia specialists by regional education service centers, and the development by the Texas Education Agency of a list of training opportunities for educators regarding dyslexia.), **As Engrossed**

<b>No significant fiscal implication to the State is anticipated.</b>
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The bill would amend the Education Code to require screening or testing of all students for dyslexia upon enrollment in kindergarten and testing each student in the first grade at the end of the school year. The bill would require each regional education service center to employ a dyslexia specialist and would specify persons eligible for the position. The bill would require TEA to annually develop a list of training opportunities that comply with the knowledge and practice standards of an international organization on dyslexia and enable an educator to understand and recognize dyslexia and implement certain evidence-based instruction. The bill would require at least one training opportunity to be available online. The bill would take effect immediately if passed with necessary voting margins, or September 1, 2017, and would apply beginning school year 2017-18.

The Texas Education Agency indicates the agency could implement the provisions of the bill using existing resources.

**Local Government Impact**

School districts and open-enrollment charter school would incur costs associated with the required screening or testing at kindergarten and first grade. Assuming that most districts would choose to screen students, the cost of a typical dyslexia screener ranges from \$2 to \$10 per student. According to TEA, there were 376,814 kindergarten students and 409,977 first grade students enrolled in school year 2015-16. Assuming a cost of \$5 per student, the statewide local cost to assess all kindergarten students would be \$1.8 million (\$5 per student x 376,814 students), with additional cost of \$2 million (\$5 per student X 409,977 students) to assess all first grade students. TEA indicates that many districts already use certain reading assessments that may also be used to as a dyslexia screener; therefore, these costs would vary among districts.

Additionally, districts and charters may opt to test students for dyslexia. The cost of a typical dyslexia test range from \$500 to \$1,000 per student. Cost related to testing would also vary among districts depending on the number of students tested.



Education Service Centers (ESCs) may incur additional costs related to employing a dyslexia specialist with the qualifications as specified in the bill; however, TEA indicates that each ESC already employs a dyslexia specialist so these costs would be minimal.

**Source Agencies:** 701 Texas Education Agency

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

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

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

**April 24, 2017**

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

**FROM:** Ursula Parks, Director, Legislative Budget Board

**IN RE: HB1886** by Miller (Relating to dyslexia screening and testing, the employment of dyslexia specialists by regional education service centers, and the development by the Texas Education Agency of a list of training opportunities for educators regarding dyslexia.), **Committee Report 1st House, Substituted**

<b>No significant fiscal implication to the State is anticipated.</b>
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The bill would amend the Education Code to require screening or testing of all students for dyslexia upon enrollment in kindergarten and testing each student in the first grade at the end of the school year. The bill would require each regional education service center to employ a dyslexia specialist and would specify persons eligible for the position. The bill would require TEA to annually develop a list of training opportunities that comply with the knowledge and practice standards of an international organization on dyslexia and enable an educator to understand and recognize dyslexia and implement certain evidence-based instruction. The bill would require at least one training opportunity to be available online. The bill would take effect immediately if passed with necessary voting margins, or September 1, 2017, and would apply beginning school year 2017-18.

The Texas Education Agency indicates the agency could implement the provisions of the bill using existing resources.

**Local Government Impact**

School districts and open-enrollment charter school would incur costs associated with the required screening or testing at kindergarten and first grade. Assuming that most districts would choose to screen students, the cost of a typical dyslexia screener ranges from \$2 to \$10 per student. According to TEA, there were 376,814 kindergarten students and 409,977 first grade students enrolled in school year 2015-16. Assuming a cost of \$5 per student, the statewide local cost to assess all kindergarten students would be \$1.8 million (\$5 per student x 376,814 students), with additional cost of \$2 million (\$5 per student X 409,977 students) to assess all first grade students. TEA indicates that many districts already use certain reading assessments that may also be used to as a dyslexia screener; therefore, these costs would vary among districts.

Additionally, districts and charters may opt to test students for dyslexia. The cost of a typical dyslexia test range from \$500 to \$1,000 per student. Cost related to testing would also vary among districts depending on the number of students tested.

Education Service Centers (ESCs) may incur additional costs related to employing a dyslexia specialist with the qualifications as specified in the bill; however, TEA indicates that each ESC already employs a dyslexia specialist so these costs would be minimal.

**Source Agencies:** 701 Texas Education Agency

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

**LEGISLATIVE BUDGET BOARD  
Austin, Texas**

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

**April 3, 2017**

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

**FROM:** Ursula Parks, Director, Legislative Budget Board

**IN RE: HB1886** by Miller (Relating to dyslexia testing, the designation by the Texas Education Agency of a dyslexia specialist, and the development by the agency of a list of training opportunities for educators regarding dyslexia.), **As Introduced**

**Estimated Two-year Net Impact to General Revenue Related Funds** for HB1886, As Introduced: a negative impact of (\$222,888) 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:**

Fiscal Year	Probable Net Positive/(Negative) Impact to General Revenue Related Funds
2018	(\$115,444)
2019	(\$107,444)
2020	(\$107,444)
2021	(\$107,444)
2022	(\$107,444)

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

Fiscal Year	Probable Savings/(Cost) from <i>General Revenue Fund</i> 1	Change in Number of State Employees from FY 2017
2018	(\$115,444)	1.0
2019	(\$107,444)	1.0
2020	(\$107,444)	1.0
2021	(\$107,444)	1.0
2022	(\$107,444)	1.0

**Fiscal Analysis**

The bill would amend the Education Code to require testing of all students for dyslexia on the enrollment of kindergarten and testing each student in the first grade at the end of the school year. The bill would require the Texas Education Agency (TEA) to designate a dyslexia specialist to

provide school districts with support and resources. The bill would require TEA to annually develop a list of training opportunities that comply with the knowledge and practice standards of an international organization on dyslexia, and enable an educator to understand and recognize dyslexia and implement certain evidence-based instruction. The bill would require at least one training opportunity to be available online.

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

### **Methodology**

The Texas Education Agency (TEA) estimates one full-time equivalent (FTE) position would be required to serve as the dyslexia specialist and assisting with the required training development. The estimated cost of the FTE, including salary, benefits, and other operating expenses, would be \$115,444 in fiscal year 2018 and \$107,444 in subsequent years.

According to TEA, Education Service Center X (ESC 10) is currently designated as the state dyslexia center and annually produces resources for the state. The agency estimates ESC 10 would assist with the development of the list of training opportunities as required by the bill within existing resources.

### **Local Government Impact**

School districts and open-enrollment charter school would incur costs associated with the required testing at kindergarten and first grade. According to TEA, districts and charters may use multiple assessments to test for dyslexia, with costs ranging from \$500 to \$1,000 per student. According to TEA, there were 376,814 kindergarten students and 409,977 first grade students enrolled in school year 2015-16. Assuming a cost of \$500 per student, the statewide local cost to assess all kindergarten students would be \$188 million (\$500 per student x 376,814 students), with additional cost of \$205 million (\$500 per student X 409,977 students) to assess all first grade students. This estimate includes the cost of the assessment, the cost to analyze the assessment, and the staff time to complete the assessment and related results. These costs would vary depending on district size and grade level composition.

**Source Agencies:** 701 Texas Education Agency

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