



SOUTH CAROLINA REVENUE AND FISCAL AFFAIRS OFFICE
STATEMENT OF ESTIMATED FISCAL IMPACT
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Bill Number: H. 3415 Introduced on January 11, 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: February 6, 2017

Estimate of Fiscal Impact

	FY 2017-18	FY 2018-19
State Expenditure		
General Fund	Pending	\$0
Other and Federal	\$0	\$0
Full-Time Equivalent Position(s)	0.00	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, Other Funds, 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 has an undetermined expenditure impact for the General Fund, pending a response from the Commission on Higher Education.

Explanation of Fiscal Impact

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