

SENATE AMENDMENTS

2nd Printing

By: Huberty, Deshotel, King of Hemphill,
Giddings, Ashby, et al.

H.B. No. 4

A BILL TO BE ENTITLED

1 AN ACT

2 relating to a high quality prekindergarten program provided by
3 public school districts.

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

5 SECTION 1. Subchapter B, Chapter 8, Education Code, is
6 amended by adding Section 8.058 to read as follows:

7 Sec. 8.058. CHILD DEVELOPMENT ASSOCIATE TRAINING. A
8 regional education service center may offer to teachers employed by
9 school districts the training required to be awarded a Child
10 Development Associate (CDA) credential.

11 SECTION 2. Section 12.104(b), Education Code, is amended to
12 read as follows:

13 (b) An open-enrollment charter school is subject to:

14 (1) a provision of this title establishing a criminal
15 offense; and

16 (2) a prohibition, restriction, or requirement, as
17 applicable, imposed by this title or a rule adopted under this
18 title, relating to:

19 (A) the Public Education Information Management
20 System (PEIMS) to the extent necessary to monitor compliance with
21 this subchapter as determined by the commissioner;

22 (B) criminal history records under Subchapter C,
23 Chapter 22;

24 (C) reading instruments and accelerated reading

- 1 instruction programs under Section 28.006;
- 2 (D) accelerated instruction under Section
3 28.0211;
- 4 (E) high school graduation requirements under
5 Section 28.025;
- 6 (F) special education programs under Subchapter
7 A, Chapter 29;
- 8 (G) bilingual education under Subchapter B,
9 Chapter 29;
- 10 (H) prekindergarten programs under Subchapter E
11 or E-1, Chapter 29;
- 12 (I) extracurricular activities under Section
13 33.081;
- 14 (J) discipline management practices or behavior
15 management techniques under Section 37.0021;
- 16 (K) health and safety under Chapter 38;
- 17 (L) public school accountability under
18 Subchapters B, C, D, E, F, G, and J, Chapter 39;
- 19 (M) the requirement under Section 21.006 to
20 report an educator's misconduct; and
- 21 (N) intensive programs of instruction under
22 Section 28.0213.

23 SECTION 3. Section 25.001(a), Education Code, is amended to
24 read as follows:

25 (a) A person who, on the first day of September of any school
26 year, is at least five years of age and under 21 years of age, or is
27 at least 21 years of age and under 26 years of age and is admitted by

1 a school district to complete the requirements for a high school
2 diploma is entitled to the benefits of the available school fund for
3 that year. Any other person enrolled in a prekindergarten class
4 under Section 29.153 or Subchapter E-1, Chapter 29, is entitled to
5 the benefits of the available school fund.

6 SECTION 4. Chapter 29, Education Code, is amended by adding
7 Subchapter E-1 to read as follows:

8 SUBCHAPTER E-1. HIGH QUALITY PREKINDERGARTEN PROGRAM

9 Sec. 29.164. DEFINITION. In this subchapter, "program"
10 means a high quality prekindergarten program provided free of
11 tuition or fees in accordance with this subchapter.

12 Sec. 29.165. HIGH QUALITY PREKINDERGARTEN PROGRAM. (a) From
13 funds appropriated for that purpose, the commissioner by rule shall
14 establish a funding program under which funds are awarded to school
15 districts and open-enrollment charter schools to implement a
16 prekindergarten program under this subchapter. Notwithstanding any
17 other provision of this subchapter, a prekindergarten program
18 implemented under this subchapter may operate on a full-day basis.

19 (b) A school district may participate in and receive funding
20 under the program if the district meets all program standards
21 required under this subchapter.

22 (c) A program is subject to any other requirements imposed
23 by law that apply to a prekindergarten program not provided in
24 accordance with this subchapter, except that to the extent a
25 conflict exists between this subchapter and any other provision of
26 law, this subchapter prevails.

27 Sec. 29.166. HIGH QUALITY PROGRAM FUNDING. (a) A school

1 district is eligible for half-day funding under the Foundation
2 School Program for each student who satisfies eligibility
3 requirements under Section 29.153(b) and who is enrolled in a
4 program class.

5 (b) In addition to funding under Subsection (a), a school
6 district is entitled to receive funding in an amount determined by
7 the commissioner for each qualifying student described under
8 Subsection (c) in average daily attendance in a program class. The
9 commissioner may not establish an amount of funding per qualifying
10 student under this subsection that exceeds \$1,500.

11 (c) A student qualifies for additional funding under
12 Subsection (b) if the student:

13 (1) satisfies eligibility requirements under Section
14 29.153(b); and

15 (2) is four years of age on September 1 of the year the
16 student begins the program.

17 (d) A school district that receives the funding under
18 Subsection (b) may use the funding only to improve the quality of
19 the district's prekindergarten programs.

20 (e) The total amount of funding distributed to school
21 districts under Subsection (b) for the state fiscal biennium ending
22 August 31, 2017, may not exceed the greater of:

23 (1) \$130 million; or

24 (2) the amount of the appropriation provided for the
25 prekindergarten program under this subchapter in H.B. No. 1, Acts
26 of the 84th Legislature, Regular Session, 2015, as enacted.

27 Sec. 29.167. HIGH QUALITY CURRICULUM AND TEACHER

1 REQUIREMENTS. (a) A school district shall select and implement a
2 curriculum for a prekindergarten program under this subchapter
3 that:

4 (1) includes the prekindergarten guidelines
5 established by the agency;

6 (2) measures the progress of students in meeting the
7 recommended learning outcomes; and

8 (3) does not use national curriculum standards
9 developed by the Common Core State Standards Initiative.

10 (b) Each teacher for a prekindergarten program class must:

11 (1) be certified under Subchapter B, Chapter 21; and

12 (2) have one of the following additional
13 qualifications:

14 (A) a Child Development Associate (CDA)
15 credential;

16 (B) certification offered through a training
17 center associated with Association Montessori Internationale or
18 through the Montessori Accreditation Council for Teacher
19 Education;

20 (C) at least eight years' experience of teaching
21 in a nationally accredited child care program; or

22 (D) an equivalent qualification.

23 (c) A school district may allow a teacher employed by the
24 district to receive the training required to be awarded a Child
25 Development Associate (CDA) credential from a regional education
26 service center that offers the training in accordance with Section
27 8.058.

1 Sec. 29.168. FAMILY ENGAGEMENT PLAN. (a) A school district
2 shall develop and implement a family engagement plan to assist the
3 district in achieving and maintaining high levels of family
4 involvement and positive family attitudes toward education. The
5 family engagement plan must be based on family engagement
6 strategies established under Subsection (b).

7 (b) The agency shall collaborate with other state agencies,
8 including the Health and Human Services Commission, that provide
9 services for children from birth through five years of age to
10 establish prioritized family engagement strategies to be included
11 in a school district's family engagement plan. A parent-teacher
12 organization, community group, or faith-based institution may
13 submit to the agency recommendations regarding the establishment of
14 family engagement strategies, and the agency, in establishing the
15 family engagement strategies, shall consider any received
16 recommendations. The engagement strategies must be:

17 (1) based on empirical research; and

18 (2) proven to demonstrate significant positive
19 short-term and long-term outcomes for early childhood education.

20 Sec. 29.169. PROGRAM EVALUATION. (a) A school district
21 shall:

22 (1) select and implement appropriate methods for
23 evaluating the district's program classes by measuring student
24 progress; and

25 (2) make data from the results of program evaluations
26 available to parents.

27 (b) A school district may administer diagnostic assessments

1 to students in a program class to evaluate student progress as
2 required by Subsection (a) but may not administer a state
3 standardized assessment instrument.

4 (c) An assessment instrument administered to a
5 prekindergarten program class must be selected from a list of
6 appropriate prekindergarten assessment instruments identified by
7 the commissioner.

8 Sec. 29.170. PROGRAM FUNDING EVALUATION. (a) The
9 commissioner shall evaluate the use and effectiveness of funding
10 provided under this subchapter in improving student learning. The
11 commissioner shall identify effective instruction strategies
12 implemented by school districts under this subchapter.

13 (b) Beginning in 2018, not later than December 1 of each
14 even-numbered year, the commissioner shall deliver a report to the
15 legislature containing the results of the evaluation.

16 (c) This section expires December 31, 2024.

17 Sec. 29.171. REPORT OF ADDITIONAL INFORMATION REQUIRED. In
18 addition to information reported under Section 29.1532(c), a school
19 district that offers a prekindergarten program under this
20 subchapter shall include the following information in the
21 district's Public Education Information Management System (PEIMS)
22 report:

23 (1) the class size and ratio of instructional staff to
24 students for each prekindergarten program class offered by the
25 district;

26 (2) each type of assessment instrument administered to
27 students enrolled in district prekindergarten program classes and

1 the results of each type of assessment instrument;

2 (3) student demographic information for the district's
3 prekindergarten program classes;

4 (4) funding sources for the district's prekindergarten
5 program classes; and

6 (5) curricula used in the district's prekindergarten
7 program classes.

8 Sec. 29.172. ELIGIBLE PRIVATE PROVIDERS. (a) A school
9 district participating in the program under this subchapter may
10 enter into a contract with an eligible private provider to provide
11 services or equipment for the program.

12 (b) To be eligible to contract with a school district to
13 provide a program or part of a program, a private provider must be
14 licensed by and in good standing with the Department of Family and
15 Protective Services. For purposes of this section, a private
16 provider is in good standing with the Department of Family and
17 Protective Services if the department has not taken an action
18 against the provider's license under Section 42.071, 42.072, or
19 42.078, Human Resources Code, during the 24-month period preceding
20 the date of a contract with a school district. The private provider
21 must also:

22 (1) be accredited by a research-based, nationally
23 recognized, and universally accessible accreditation system
24 approved by the commissioner;

25 (2) be a Texas Rising Star Program provider with a
26 three-star certification or higher;

27 (3) be a Texas School Ready! participant;

1 (4) have an existing partnership with a school
2 district to provide a prekindergarten program not provided under
3 this subchapter; or

4 (5) be accredited by an organization that is
5 recognized by the Texas Private School Accreditation Commission.

6 (c) A prekindergarten program provided by a private
7 provider under this section is subject to the requirements of this
8 subchapter.

9 Sec. 29.173. RULES. The commissioner may adopt rules
10 necessary to implement this subchapter.

11 SECTION 5. Section 42.003(b), Education Code, is amended to
12 read as follows:

13 (b) A student to whom Subsection (a) does not apply is
14 entitled to the benefits of the Foundation School Program if the
15 student is enrolled in a prekindergarten class under Section 29.153
16 or Subchapter E-1, Chapter 29.

17 SECTION 6. (a) Section 29.167(b), Education Code, as added
18 by this Act, requiring a prekindergarten teacher to have been
19 awarded a Child Development Associate (CDA) credential, applies
20 beginning with the 2016-2017 school year.

21 (b) Except as provided by Subsection (a) of this section,
22 this Act applies beginning with the 2015-2016 school year.

23 SECTION 7. This Act takes effect immediately if it receives
24 a vote of two-thirds of all the members elected to each house, as
25 provided by Section 39, Article III, Texas Constitution. If this
26 Act does not receive the vote necessary for immediate effect, this
27 Act takes effect September 1, 2015.

ADOPTED

RV 23.8

MAY 07 2015

Lotay Spaw
Secretary of the Senate

FLOOR AMENDMENT NO. 1

BY: *Campbell M.D.*

1 Amend H.B. No. 4 (senate committee report) in SECTION 4 of
2 the bill, adding Section 29.165(a), Education Code (page 2, lines
3 25 through 27), by striking "Notwithstanding any other provision of
4 this subchapter, a prekindergarten program implemented under this
5 subchapter may operate on a full-day basis.".

ADOPTED

RV 27.4
MAY 07 2015

Atay Saw
Secretary of the Senate

FLOOR AMENDMENT NO. 2


BY: *Campbell*

1 Amend H.B. No. 4 (senate committee report) in SECTION 4 of
2 the bill, in added Section 29.167(c), Education Code (page 3, line
3 21), following the underlined period, by inserting "Training may
4 not include national curriculum standards developed by the Common
5 Core State Standards Initiative.".

ADOPTEDBy: 

MAY 07 2015

Amend H.B. No. 4 as follows:


Secretary of the Senate
RV: 20-11

- (1) In the caption of the bill (Committee printing page 1, line 21), between "prekindergarten" and "program", insert "grant".
- (2) In SECTION 4 of the bill, in the heading to added Subchapter E-1, Chapter 29, Education Code (Committee printing page 2, line 17), between "PREKINDERGARTEN" and "PROGRAM", insert "GRANT".
- (3) In SECTION 4 of the bill, in added Section 29.164, Education Code (Committee printing page 2, line 19), between "prekindergarten" and "program", insert "grant".
- (4) In SECTION 4 of the bill, in the heading to added Section 29.165, Education Code (Committee printing page 2, line 21), between "PREKINDERGARTEN" and "PROGRAM", insert "GRANT".
- (5) In SECTION 4 of the bill, in added Section 29.165(a), Education Code (Committee printing page 2, line 23), between "establish a" and "funding", insert "grant".
- (6) In SECTION 4 of the bill, in added Section 29.165(a), Education Code (Committee printing page 2, line 26), between "prekindergarten" and "program", insert "grant".
- (7) In SECTION 4 of the bill, in the heading to added Section 29.166, Education Code (Committee printing page 2, line 36), between "HIGH QUALITY" and "PROGRAM", insert "GRANT".
- (8) In SECTION 4 of the bill, in added Section 29.166(b), Education Code (Committee printing page 2, line 42), between "receive" and "funding", insert "grant".
- (9) In SECTION 4 of the bill, in added Section 29.167(a), Education Code (Committee printing page 2, line 65), between "prekindergarten" and "program", insert "grant".

(10) In SECTION 4 of the bill, in added Section 29.171, Education Code (Committee printing page 3, line 67), between "prekindergarten" and "program", insert "grant".

(11) In SECTION 4 of the bill, in added Section 29.172(a), Education Code (Committee printing page 4, line 15), between "participating in the" and "program", insert "grant".

ADOPTED

MAY 07 2015

Atay Spaw
Secretary of the Senate
RV: 21-10

FLOOR AMENDMENT NO. 4

BY: 

1 Amend H.B. No. 4, in SECTION 4 of the bill, by striking
2 added Section 29.166(e), Education Code (Committee printing page
3 2, lines 56-62), and substituting the following:

4 (e) The total amount of funding distributed to school
5 districts under Subsection (b) may not exceed \$130 million for
6 the state fiscal biennium ending August 31, 2017.

ADOPTED

FLOOR AMENDMENT NO. 5

MAY 07 2015

BY:

Atalay Spaw
Secretary of the Senate

Zaffarini

1 Amend H.B. No. 4 (senate committee report) as follows:

2 (1) Add the following appropriately numbered SECTIONS to
3 the bill and renumber subsequent SECTIONS of the bill
4 accordingly:

5 SECTION _____. Section 29.1532, Education Code, is amended
6 by amending Subsection (c) and adding Subsection (d) to read as
7 follows:

8 (c) A school district that offers prekindergarten classes,
9 including a high quality prekindergarten program class under
10 Subchapter E-1, shall include the following information in the
11 district's Public Education Information Management System
12 (PEIMS) report:

13 (1) demographic information, as determined by the
14 commissioner, on students enrolled in district and campus
15 prekindergarten classes, including the number of students who
16 are eligible for classes under Section 29.153;

17 (2) the numbers of half-day and full-day
18 prekindergarten classes offered by the district and campus;
19 [~~and~~]

20 (3) the sources of funding for the prekindergarten
21 classes;

22 (4) the class size and ratio of instructional staff
23 to students for each prekindergarten program class offered by
24 the district and campus;

25 (5) if the district elects to administer an
26 assessment instrument to students enrolled in district and
27 campus prekindergarten program classes, a description and the
28 results of each type of assessment instrument; and

29 (6) curricula used in the district's prekindergarten

1 program classes.

2 (d) Information required under this section to be included
3 in a school district's Public Education Information Management
4 System (PEIMS) report may not be used for purposes of
5 determining a district's accreditation or a campus or district
6 performance rating under Subchapter C, Chapter 39.

7 SECTION _____. Subchapter E, Chapter 29, Education Code, is
8 amended by adding Section 29.1543 to read as follows:

9 Sec. 29.1543. EARLY EDUCATION REPORTS. The agency shall
10 produce and make available to the public on the agency's
11 Internet website annual district and campus-level reports
12 containing information from the previous school year on early
13 education in school districts and open-enrollment charter
14 schools. A report under this section must contain:

15 (1) the information required by Section 29.1532(c) to
16 be reported through the Public Education Information Management
17 System (PEIMS);

18 (2) a description of the diagnostic reading
19 instruments administered in accordance with Section 28.006(c);

20 (3) the number of students who were administered a
21 diagnostic reading instrument administered in accordance with
22 Section 28.006(c);

23 (4) the number of students whose scores from a
24 diagnostic reading instrument administered in accordance with
25 Section 28.006(c) indicate reading proficiency; and

26 (5) the number of kindergarten students who were
27 enrolled in a prekindergarten program in the previous school
28 year in the same district or school as the district or school in
29 which the student attends kindergarten.

30 (2) In SECTION 4 of the bill, strike added Section 29.171,
31 Education Code (page 3, line 65, through page 4, line 13), and

1 renumber subsequent sections in Subchapter E-1, Chapter 29,
2 Education Code, and cross-references to those sections
3 accordingly.

ADOPTED

MAY 07 2015

Leta Spaw
Secretary of the Senate

FLOOR AMENDMENT NO. 7

BY: *Thule Watson*

1 Amend H.B. No. 4 (senate committee report) in SECTION 4 of
2 the bill, in added Section 29.166(b), Education Code (page 2, line
3 46), by striking "under this subsection" and substituting "in
4 attendance for the entire instructional period on a school day".

FLOOR AMENDMENT NO. 8

BY: Roger W. N.

Amend H.B. No. 4 (senate committee report) in SECTION 4 of the bill as follows:

- (1) In added Section 29.167(b)(1)(B), Education Code (page 3, line 11), delete "associated with", insert "accredited by".

ADOPTED

MAY 07 2015

Lotay Spaw
Secretary of the Senate

ADOPTED

MAY 07 2015

Atty. Gen.
Secretary of the Senate

FLOOR AMENDMENT NO. 10

BY: *Roger W. N.*

1 Amend H.B. No. 4 (senate committee report) in SECTION 4 of
2 the bill as follows:

3 (1) In added Section 29.167(b)(2)(A), Education Code (page
4 3, line 9), between "credential" and the underlined semicolon,
5 insert "or another early childhood education credential approved by
6 the agency".

7 (2) In added Section 29.167(b)(2)(C), Education Code (page
8 3, line 15), between the underlined semicolon and "or", insert the
9 following appropriately lettered paragraph and reletter subsequent
10 paragraphs of Section 29.167(b)(2), Education Code, and any
11 cross-references to those paragraphs, accordingly:

12 () be employed as a prekindergarten teacher in a
13 school district that has received approval from the commissioner
14 for the district's prekindergarten-specific instructional training
15 plan that the teacher uses in the teacher's prekindergarten
16 classroom;

ADOPTED

MAY -7 2015

Atrey Spaul
Secretary of the Senate

FLOOR AMENDMENT NO. 12

BY: *Elyse R. Guerin*

1 Amend H.B. No. 4 (senate committee report) in SECTION 4 of
2 the bill, adding Section 29.167, Education Code (page 3, between
3 lines 21 and 22), by inserting the following:

4 (d) A school district must attempt to maintain an average
5 ratio in any prekindergarten program class of not less than one
6 certified teacher or teacher's aide for each 11 students.

ADOPTED

MAY 07 2015

Lately Spaw
Secretary of the Senate

FLOOR AMENDMENT NO. 13

BY: *L. W. Kelleher*

1 Amend H.B. No. 4 (senate committee report) by adding the
2 following appropriately numbered SECTION to the bill and
3 renumbering subsequent SECTIONS of the bill accordingly:

4 SECTION _____. Subchapter J, Chapter 21, Education Code, is
5 amended by adding Section 21.464 to read as follows:

6 Sec. 21.464. PREKINDERGARTEN TEACHER TRAINING COURSE. (a)
7 The commissioner shall develop a prekindergarten teacher training
8 course to be offered to prekindergarten teachers employed by a
9 school district or open-enrollment charter school.

10 (b) A course provided under this section shall provide
11 instruction in the development and operation of effective
12 prekindergarten classes, including training in:

13 (1) the prekindergarten guidelines established by the
14 agency;

15 (2) effective and systematic instructional techniques
16 for teaching prekindergarten students using the prekindergarten
17 guidelines; and

18 (3) designing and implementing a comprehensive
19 curriculum in the classroom.

ADOPTED

MAY 07 2015

Robert Spaw
Secretary of the Senate

FLOOR AMENDMENT NO. 14

BY: *Stephen H. Guice*

1 Amend H.B. No. 4 (senate committee report) by inserting the
2 following appropriately numbered SECTION to the bill and
3 renumbering subsequent SECTIONS of the bill accordingly:

4 SECTION _____. Subchapter E, Chapter 29, Education Code, is
5 amended by adding Section 29.1545 to read as follows:

6 Sec. 29.1545. CLASS SIZE AND RATIO STUDY AND
7 RECOMMENDATIONS. (a) The agency and the Department of Family and
8 Protective Services shall conduct a joint study to develop
9 recommendations regarding optimal class sizes and student to
10 teacher ratios for prekindergarten classes. The agency and
11 department shall base recommendations on:

12 (1) data collected from prekindergarten programs,
13 including high quality prekindergarten programs under Subchapter
14 E-1, reported through the Public Education Information Management
15 System (PEIMS); and

16 (2) observations of best practices and examples from
17 effective prekindergarten programs across the state.

18 (b) Not later than September 1, 2016, the agency shall
19 submit a report to the legislature detailing the agency's findings
20 and recommendations regarding class size and student to teacher
21 ratios.

22 (c) This section expires January 1, 2017.

LEGISLATIVE BUDGET BOARD

Austin, Texas

FISCAL NOTE, 84TH LEGISLATIVE REGULAR SESSION

May 11, 2015

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

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: HB4 by Huberty (Relating to a high quality prekindergarten program provided by public school districts.), **As Passed 2nd House**

Estimated Two-year Net Impact to General Revenue Related Funds for HB4, As Passed 2nd House: a negative impact of (\$133,207,105) through the biennium ending August 31, 2017; the bill limits the allocation to districts for the program to \$130,000,000 for the 2016-17 biennium.

Costs discussed in this estimate beginning in fiscal year 2018 are based on funding three-quarters of all students estimated to be eligible for the program at the per-pupil not to exceed rate specified in the bill.

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
2016	(\$67,585,685)
2017	(\$65,621,420)
2018	(\$269,136,420)
2019	(\$273,161,420)
2020	(\$276,973,920)

All Funds, Five-Year Impact:

Fiscal Year	Probable Savings/(Cost) from General Revenue Fund 1	Change in Number of State Employees from FY 2015
2016	(\$67,585,685)	1.3
2017	(\$65,621,420)	1.3
2018	(\$269,136,420)	1.3
2019	(\$273,161,420)	1.3
2020	(\$276,973,920)	1.3

Fiscal Analysis

The bill would establish a new High Quality Prekindergarten Grant Program to be provided free of tuition and fees to qualifying students who are 4 years old as of September 1 of the year the student begins the program. The bill would direct the Commissioner of Education to make awards to school districts and charter schools to operate High Quality Prekindergarten Grant Programs subject to appropriations for that purpose. A school district that meets all High Quality Prekindergarten Grant Program standards would be authorized to participate in and receive funding under the program, but school district participation would be voluntary.

The bill would entitle students served in the free High Quality Prekindergarten Grant Programs to the benefits of the Available School Fund and the Foundation School Program (FSP). FSP funding would be limited to one half-day of average daily attendance (ADA) in a High Quality Prekindergarten Program. In addition to funding provided through the FSP, a school district would be entitled to additional funding for each student in ADA in an amount determined by the Commissioner, not to exceed \$1,500 per qualifying student in attendance for the entire instructional period on a school day. The bill would limit the 2016-17 biennial funding to \$130 million.

The bill would make High Quality Prekindergarten Grant Programs subject to any other statutory requirements that apply to a prekindergarten program. In cases of conflict, the provisions specifically applicable to High Quality Prekindergarten Grant Programs would prevail.

The bill would place certain requirements on participating school districts and specifies the requirements of participating teachers. The bill specifies that a school district must attempt to maintain an average ratio in any prekindergarten program class of not less than one certified teacher or teacher's aide for each 11 students.

The bill would require all school districts offering prekindergarten programs, including the High Quality Prekindergarten Grant Program, to report certain information to the Public Education Information Management System (PEIMS).

The bill would require the TEA to produce and make available on the agency's website annual district and campus-level reports containing certain early education information reported by school districts and open-enrollment charter schools to PEIMS.

The bill would require TEA to collaborate with other state agencies that provide services for children from birth through five years to establish prioritized family engagement strategies.

The bill would require the Commissioner to evaluate the use and effectiveness of funding provided to High Quality Prekindergarten Grant Programs, identify effective instruction strategies implemented by school districts implementing such programs, and, beginning in 2018, report on the results of the evaluation not later than December 1 of each even-numbered year.

The bill would allow school districts to contract with eligible private providers to provide services or equipment to the High Quality Prekindergarten Grant Program.

The bill would require the Commissioner of Education to develop a prekindergarten teacher training course for prekindergarten teachers employed by a school district or open-enrollment charter school.

The bill would require TEA and the Department of Family and Protective Services (DFPS) to

conduct a study to develop recommendations regarding optional class sizes and student to teacher ratios for prekindergarten classes and submit a report to the legislature by September 1, 2016.

The bill would take effect on September 1, 2015, or immediately if passed with the necessary voting margins, and apply beginning in school year 2015-16.

Methodology

The bill specifies that the total amount of funding distributed to school districts for the High Quality Prekindergarten Grant program may not exceed \$130 million in the 2016-17 biennium. This estimate assumes grant funding would total \$65 million each year in fiscal years 2016 and 2017, and that the Commissioner would implement the maximum funding level specified under the bill of \$1,500 per student in ADA. Using these assumptions, grant funding would be provided to an estimated 43,333 ADA (head count of 96,296) in fiscal year 2016. However, to the extent the Commissioner opted to provide less funding per ADA, more students would receive funding. For example, if the Commissioner instead used a funding level of \$832 per ADA, grant funding could be provided to an estimated 78,117 ADA (head count of 173,593) in fiscal year 2016, which is an estimated three-quarters of students anticipated to be eligible to participate in the program.

Following the 2016-17 biennium, the bill does not specify a maximum appropriation. Beginning in fiscal year 2018, this analysis assumes costs based on anticipated program participation. However, actual program costs will be limited to amounts appropriated for that purpose.

Beginning in fiscal year 2018, it is estimated that 75 percent of school districts and open-enrollment charter schools would meet the initial teacher certification requirements of the bill and be able to offer the High Quality Prekindergarten Grant Program. Under current law, TEA is estimating a prekindergarten ADA with current eligibility requirements of 107,406 (head count of 238,680) in fiscal year 2018, increasing to 110,541 (head count of 245,647) in fiscal year 2020. This analysis assumes 75 percent of that population, or 80,555 prekindergarten ADA (head count of 179,010), would be eligible for funding in fiscal year 2018, increasing to 82,906 ADA (head count of 184,235) in fiscal year 2020. At an additional \$1,500 per ADA, the bill would result in costs of \$268.5 million in fiscal year 2018, \$272.5 million in fiscal year 2019, and \$276.4 million in fiscal year 2020. Costs would decrease to the extent the Commissioner chose a lesser amount of funding per ADA. Further, to the extent the Commissioner funds at the maximum level of \$1,500 per ADA with a reduced appropriation, fewer children would receive grant funding.

Although the Education Code §25.082(a) specifies that a school day shall be at least seven hours each day, this analysis assumes that the bill's provision specifying that the Commissioner may not establish funding in excess of \$1,500 per qualifying student "in attendance for the entire instructional period on a school day" is intended to apply equally to students attending half-day prekindergarten.

To the extent the bill results in additional teachers being hired, it would result in additional costs in the form of state contributions to the Teacher Retirement System.

This analysis assumes that one FTE would be required to administer the High Quality Prekindergarten Grant Program and implementation of the reporting requirements of the bill. The estimated costs of this FTE, including salary, benefits, and other operating expenses, would be \$89,135 in fiscal year 2016 and \$81,135 in subsequent years.

Regarding the bill's provisions relating to prekindergarten teacher training, this estimate assumes providing a prekindergarten teacher training course would result in a cost of approximately \$2.1

million in fiscal year 2016 and \$546,284 in subsequent years.

The Texas Education Agency (TEA) estimates a one-time cost of \$1.5 million in fiscal year 2016 to develop the prekindergarten training course materials. This estimate assumes TEA would contract with the twenty regional Education Service Centers (ESCs) for the costs associated with providing the training to prekindergarten teachers for an estimated cost of \$26,000 per ESC, which would provide for a 0.25 full-time equivalent (FTE), meeting space, and supplies. The total cost to contract with all 20 ESCs for the training would be \$520,000 annually (\$26,000 x 20).

This estimate assumes 0.25 FTE positions would be required at TEA to coordinate the prekindergarten training course and provide technical assistance. The estimated cost of the 0.25 FTE position, including salary, benefits, and other operating expenses, would be \$22,284 in fiscal year 2016 and \$20,284 in subsequent years.

Regarding the bill's provisions relating to the study regarding optional class sizes and student to teacher ratios, TEA estimates a cost of \$175,000 in fiscal year 2016 to conduct with a study with DFPS and submit a report to the legislature.

Technology

The modification to PEIMS to collect prekindergarten information required by the bill is expected to cost \$279,265 in fiscal year 2016.

Local Government Impact

School districts and open-enrollment charter schools awarded funding to implement a High Quality Prekindergarten Program would incur costs to provide the program, but would receive additional funding per eligible student to administer the program.

Source Agencies: 529 Health and Human Services Commission, 530 Family and Protective Services, Department of, 701 Central Education Agency

LBB Staff: UP, JBi, AM, AW, SD

LEGISLATIVE BUDGET BOARD
Austin, Texas

FISCAL NOTE, 84TH LEGISLATIVE REGULAR SESSION

April 30, 2015

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

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: HB4 by Huberty (Relating to a high quality prekindergarten program provided by public school districts.), **As Engrossed**

Estimated Two-year Net Impact to General Revenue Related Funds for HB4, As Engrossed: a negative impact of (\$525,024,611) through the biennium ending August 31, 2017 based on the cost of funding the formula amount specified in the legislation. The bill limits the allocation to districts for the program to the greater of \$130,000,000 or the amount appropriated for the 2016-17 biennium. Costs discussed in this estimate are based on funding all students estimated to be eligible for the program at the per-pupil not to exceed rate specified in the bill.

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
2016	(\$260,515,975)
2017	(\$264,508,636)
2018	(\$268,596,136)
2019	(\$272,621,136)
2020	(\$276,433,636)

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 2015
2016	(\$260,515,975)	1.0
2017	(\$264,508,636)	1.0
2018	(\$268,596,136)	1.0
2019	(\$272,621,136)	1.0
2020	(\$276,433,636)	1.0

Fiscal Analysis

The bill would establish a new High Quality Prekindergarten Program to be provided free of tuition and fees to qualifying students who are 4 years old as of September 1 of the year the student begins the program. The bill would direct the Commissioner of Education to make awards to school districts and charter schools to operate High Quality Prekindergarten Programs subject to appropriations for that purpose. A school district that meets all High Quality Prekindergarten Program standards would be authorized to participate in and receive funding under the program, but school district participation would be voluntary.

The bill would entitle students served in the free High Quality Prekindergarten Programs to the benefits of the Available School Fund and the Foundation School Program (FSP). FSP funding would be limited to one half-day of average daily attendance (ADA) in a High Quality Prekindergarten Program. In addition to funding provided through the FSP, a school district would be entitled to additional funding for each student in ADA in an amount determined by the Commissioner, not to exceed \$1,500 per qualifying student. The bill would limit the 2016-17 biennial funding to the greater of \$130 million or the amount appropriated under House Bill 1, 84th Legislature, 2015.

The bill would make High Quality Prekindergarten Programs subject to any other statutory requirements that apply to a prekindergarten program. In cases of conflict, the provisions specifically applicable to High Quality Prekindergarten Programs would prevail.

The bill would place certain requirements on participating school districts and specifies the requirements of participating teachers.

The bill would require TEA to collaborate with other state agencies that provide services for children from birth through five years to establish prioritized family engagement strategies, based on empirical research and proven to demonstrate significant positive short-term and long-term outcomes for early childhood education, to be included in the required family engagement plan and to consider recommendations submitted by a parent-teacher organization, community group, or faith-based institution.

The bill would require the Commissioner to evaluate the use and effectiveness of funding provided to High Quality Prekindergarten Programs, identify effective instruction strategies implemented by school districts implementing such programs, and, beginning in 2018, report on the results of the evaluation not later than December 1 of each even-numbered year.

The bill would allow school districts to contract with eligible private providers to provide services or equipment to the High Quality Prekindergarten Program.

The bill would take effect on September 1, 2015, or immediately if passed with the necessary voting margins, and apply beginning in school year 2015-16.

Methodology

The bill specifies that the 2016-17 biennial funding of the bill may not exceed the greater of \$130 million or the amount appropriated for the program, but does not specify a maximum appropriation. This analysis assumes costs based on anticipated program participation. However, actual program costs will be limited to amounts appropriated for that purpose.

This estimate assumes the Commissioner would implement the maximum funding level specified

under the bill of \$1,500 per student in ADA. It is estimated that 75 percent of school districts and open-enrollment charter schools would meet the initial teacher certification requirements of the bill and be able to offer the High Quality Prekindergarten in school year 2015-2016.

Under current law, TEA is estimating a prekindergarten ADA with current eligibility requirements of 104,156 (head count of 231,458) in fiscal year 2016, increasing to 110,541 (head count of 245,647) in fiscal year 2020. This analysis assumes 75 percent of that population, or 78,117 prekindergarten ADA (head count of 175,593), would be eligible for funding in fiscal year 2016, increasing to 82,906 ADA (head count of 184,235) in fiscal year 2020. At an additional \$1,500 per ADA, the bill would result in costs of \$260.4 million in fiscal year 2016, \$264.4 million in fiscal year 2017, and \$276.4 million in fiscal year 2020.

Costs would decrease to the extent the Commissioner chose a lesser amount of funding per ADA. Further, to the extent the Commissioner funds at the maximum level of \$1,500 per ADA with a reduced appropriation, fewer children would receive grant funding. For example, at a hypothetical appropriation level of \$65 million annually (or \$130 million biennially), grant funding would be provided to an estimated 43,333 ADA (head count of 96,296).

To the extent the bill results in additional teachers being hired, it would result in additional costs in the form of state contributions to the Teacher Retirement System.

This analysis assumes that one FTE would be required to administer the High Quality Prekindergarten Program and implementation of the reporting requirements of the bill. The estimated costs of this FTE, including salary, benefits, and other operating expenses, would be \$89,135 in fiscal year 2016 and \$81,135 in subsequent years.

Technology

The modification to PEIMS to collect prekindergarten information required by the bill is expected to cost \$36,839 in fiscal year 2016.

Local Government Impact

School districts and open-enrollment charter schools awarded funding to implement a High Quality Prekindergarten Program would incur costs to provide the program, but would receive additional funding per eligible student to administer the program.

Source Agencies: 529 Health and Human Services Commission, 701 Central Education Agency

LBB Staff: UP, AW, JBi, AM

LEGISLATIVE BUDGET BOARD

Austin, Texas

FISCAL NOTE, 84TH LEGISLATIVE REGULAR SESSION

March 27, 2015

TO: Honorable Jimmie Don Aycocock, Chair, House Committee on Public Education

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: HB4 by Huberty (relating to a high quality prekindergarten program provided by public school districts.), **Committee Report 1st House, Substituted**

Estimated Two-year Net Impact to General Revenue Related Funds for HB4, Committee Report 1st House, Substituted: a negative impact of (\$643,902,906) through the biennium ending August 31, 2017.

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
2016	(\$319,650,845)
2017	(\$324,252,061)
2018	(\$328,936,336)
2019	(\$333,548,986)
2020	(\$337,918,111)

All Funds, Five-Year Impact:

Fiscal Year	Probable Savings/(Cost) from General Revenue Fund	Change in Number of State Employees from FY 2015
2016	(\$319,650,845)	1.0
2017	(\$324,252,061)	1.0
2018	(\$328,936,336)	1.0
2019	(\$333,548,986)	1.0
2020	(\$337,918,111)	1.0

Fiscal Analysis

The bill would establish a new High Quality Prekindergarten Program to be provided free of tuition and fees to students who are 4 years old as of September 1 of the year the student begins the program. The bill would direct the Commissioner of Education to make awards to school

districts and charter schools to operate High Quality Prekindergarten Programs subject to appropriations for that purpose. A school district that meets all High Quality Prekindergarten Program standards would be authorized to participate in and receive funding under the program, but school district participation would be voluntary.

The bill would entitle students served in the free High Quality Prekindergarten Programs to the benefits of the Available School Fund and the Foundation School Program (FSP). FSP funding would be limited to one half-day of average daily attendance (ADA) in a High Quality Prekindergarten Program. In addition to funding provided through the FSP, a school district would be entitled to additional funding for each student in ADA in an amount determined by the Commissioner.

The bill would make High Quality Prekindergarten Programs subject to any other statutory requirements that apply to a prekindergarten program. In cases of conflict, the provisions specifically applicable to High Quality Prekindergarten Programs would prevail.

The bill would require school districts implementing a High Quality Prekindergarten Program to select and implement a curriculum that meets guidelines established by the Texas Education Agency (TEA) and measures student progress toward recommended learning outcomes, ensure that teachers serving in High Quality Prekindergarten Programs are certified and, beginning in school year 2016-17, awarded a Child Development Association (CDA) credential, and implement a parent engagement plan. The bill would require school districts to evaluate local programs by measuring student progress and making such data available to parents. The bill would also require school districts to report certain enrollment and assessment information regarding the programs in the Public Education Information Management System (PEIMS).

The bill would allow school districts to contract with eligible private providers to provide services or equipment to the High Quality Prekindergarten Program.

The bill would take effect on September 1, 2015, or immediately if passed with the necessary voting margins, and apply beginning in school year 2015-16.

Methodology

The bill indicates that implementation of the High Quality Prekindergarten Program is subject to appropriations, but does not specify a level of funding for the program. This analysis assumes costs based on anticipated program participation and a hypothetical funding level per eligible prekindergarten student. However, actual program costs will be limited to amounts appropriated for that purpose.

Under current law, on average the FSP is projected to provide approximately \$3,820 per eligible prekindergarten student in half-day attendance each year. This estimate assumes that the level of funding appropriated to implement the High Quality Prekindergarten Program would be equal to the amount provided through the FSP for eligible prekindergarten students. Actual program costs would vary to the extent the Commissioner chooses to provide a different funding level.

The bill would require High Quality Prekindergarten program teachers to be certified under Texas Education Code, Chapter 21, Subchapter B and, beginning in school years 2016-17, have been awarded a Child Development Association (CDA) credential. According to information provided by the agency, approximately 82 percent of prekindergarten teachers hold a teaching credential, while 18 percent do not. Information is not available regarding the number of current prekindergarten teachers who have CDA credentials. In consideration of the additional

requirements regarding parent engagement plans, required curricula, and program evaluation, this estimate assumes that approximately 75 percent of school districts and open-enrollment charter schools would meet the initial teacher certification requirements of the bill and be eligible to offer the High Quality Prekindergarten program in school year 2015-16 and would assist prekindergarten teachers in receiving the required CDA credential training by school year 2016-17.

Although the bill does not expressly specify eligibility requirements other than being four years old as of September 1st, this analysis assumes that the bill's provision that the program is subject to any other requirements imposed by law applying to existing prekindergarten programs imposes current eligibility requirements to the High Quality Prekindergarten Program. To the extent that different eligibility requirements are applied, there would be additional costs.

Under current law, TEA is estimating a prekindergarten ADA with current eligibility requirements of 104,156 in fiscal year 2016, increasing to 110,541 in fiscal year 2020. This analysis assumes 75 percent of those students, or 78,117 prekindergarten students, would be eligible for funding in fiscal year 2016, increasing to 82,906 students in fiscal year 2020. At an additional \$3,820 per student in ADA in a High Quality Prekindergarten program, the bill would result in costs of \$298.4 million in fiscal year 2016, \$303.0 million in fiscal year 2017, and \$316.7 million in fiscal year 2020.

The state would incur additional costs in the form of contributions to the Teacher Retirement System (TRS) for additional teachers hired for the High Quality Prekindergarten program. TEA reports an average prekindergarten teacher salary for fiscal year 2014 of \$48,192. For the purpose of this estimate, it is assumed that one additional FTE would serve two half-day sections of 25 students. Based on this assumption, approximately 6,450 additional teacher FTEs would be needed under the assumed participation levels. State obligations for TRS contributions would amount to 6.8 percent of the projected additional teacher salary amounts, or \$21,137,011 ($\$48,192 \times 6,450 \times 6.8$ percent).

Based on information provided by TEA, one FTE would be required to administer the High Quality Prekindergarten Program. The estimated costs of this FTE, including salary, benefits, and other operating expenses, would be \$89,135 in fiscal year 2016 and \$81,135 in subsequent years.

Technology

Based on information provided by TEA, the modification to PEIMS to collect prekindergarten information required by the bill would cost \$17,758 in fiscal year 2016.

Local Government Impact

School districts and open-enrollment charter schools awarded funding to implement a High Quality Prekindergarten Program would incur costs to provide the program and would receive additional funding per eligible student as determined by the Commissioner.

School districts and open-enrollment charter schools may incur additional costs associated with the requirement that teachers have a Child Development Associate (CDA) credential by school year 2016-17. The average cost for a CDA credential would be \$2,510 per teacher, including the training and registration fee.

It is likely that district participation in the High Quality Prekindergarten Program would result in some level of local cost associated with the construction or acquisition of additional

classroom facilities. Assuming that districts that do not have existing classroom capacity to meet the needs of offering additional prekindergarten programs would either build additional instructional space or purchase portable classrooms for this purpose, these costs would most likely spread across several years in the form of annual debt service or lease payments. Some districts may have existing classroom capacity to expand services or may arrange to provide prekindergarten programs in non-school settings, which could mitigate facilities costs. The state does not currently have data by which to predict specific districts' classroom capacity with respect to the proposed High Quality Prekindergarten Program.

Source Agencies: 701 Central Education Agency

LBB Staff: UP, JBi, AM, AW

LEGISLATIVE BUDGET BOARD
Austin, Texas

FISCAL NOTE, 84TH LEGISLATIVE REGULAR SESSION

March 10, 2015

TO: Honorable Jimmie Don Aycock, Chair, House Committee on Public Education

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: HB4 by Huberty (Relating to a high quality prekindergarten program provided by public school districts.), **As Introduced**

Estimated Two-year Net Impact to General Revenue Related Funds for HB4, As Introduced: a negative impact of (\$643,885,147) through the biennium ending August 31, 2017.

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
2016	(\$319,633,086)
2017	(\$324,252,061)
2018	(\$328,936,336)
2019	(\$333,548,986)
2020	(\$337,918,111)

All Funds, Five-Year Impact:

Fiscal Year	Probable Savings/(Cost) from General Revenue Fund	Change in Number of State Employees from FY 2015
	1	
2016	(\$319,633,086)	1.0
2017	(\$324,252,061)	1.0
2018	(\$328,936,336)	1.0
2019	(\$333,548,986)	1.0
2020	(\$337,918,111)	1.0

Fiscal Analysis

The bill would establish a new High Quality Prekindergarten Program to be provided free of tuition and fees to students who are 4 years old as of September 1 of the year the student begins the program. The bill would direct the Commissioner of Education to make awards to school districts and charter schools to operate High Quality Prekindergarten Programs subject to

appropriations for that purpose. A school district that meets all High Quality Prekindergarten Program standards would be authorized to participate in and receive funding under the program, but school district participation would be voluntary.

The bill would entitle students served in the free High Quality Prekindergarten Programs to the benefits of the Available School Fund and the Foundation School Program (FSP). FSP funding would be limited to one half-day of average daily attendance (ADA) in a High Quality Prekindergarten Program. In addition to funding provided through the FSP, a school district would be entitled to additional funding for each student in ADA in an amount determined by the Commissioner.

The bill would make High Quality Prekindergarten Programs subject to any other statutory requirements that apply to a prekindergarten program. In cases of conflict, the provisions specifically applicable to High Quality Prekindergarten Programs would prevail.

The bill would require school districts implementing a High Quality Prekindergarten Program to select and implement a curriculum that meets guidelines established by the Texas Education Agency (TEA) and measures student progress toward recommended learning outcomes, ensure that teachers serving in High Quality Prekindergarten Programs are certified, and implement a parent engagement plan. The bill would also require school districts to evaluate local programs by measuring student progress and making such data available to parents.

The bill would take effect on September 1, 2015, or immediately if passed with the necessary voting margins.

Methodology

The bill indicates that implementation of the High Quality Prekindergarten Program is subject to appropriations, but does not specify a level of funding for the program. This analysis assumes costs based on anticipated program participation and a hypothetical funding level per eligible prekindergarten student. However, actual program costs will be limited to amounts appropriated for that purpose.

Under current law, on average the FSP is projected to provide approximately \$3,820 per eligible prekindergarten student in half-day attendance each year. This estimate assumes that the level of funding appropriated to implement the High Quality Prekindergarten Program would be equal to the amount provided through the FSP for eligible prekindergarten students. Actual program costs would vary to the extent the Commissioner chooses to provide a different funding level.

The bill would require High Quality Prekindergarten program teachers to be certified under Texas Education Code, Chapter 21, Subchapter B. According to information provided by the agency, approximately 82 percent of prekindergarten teachers hold a teaching credential, while 18 percent do not. In consideration of the additional requirements regarding parent engagement plans, required curricula, and program evaluation, this estimate assumes that approximately 75 percent of school districts and open-enrollment charter schools would meet the teacher certification requirements of the bill and be eligible to offer the High Quality Prekindergarten program.

Although the bill does not expressly specify eligibility requirements other than being four years old as of September 1st, this analysis assumes that the bill's provision that the program is subject to any other requirements imposed by law applying to existing prekindergarten programs imposes current eligibility requirements to the High Quality Prekindergarten Program. To the extent that different eligibility requirements are applied, there would be additional costs.

Under current law, TEA is estimating a prekindergarten ADA with current eligibility requirements of 104,156 in fiscal year 2016, increasing to 110,541 in fiscal year 2020. This analysis assumes 75 percent of those students, or 78,117 prekindergarten students, would be eligible for funding in fiscal year 2016, increasing to 82,906 students in fiscal year 2020. At an additional \$3,820 per student in ADA in a High Quality Prekindergarten program, the bill would result in costs of \$298.4 million in fiscal year 2016, \$303.0 million in fiscal year 2017, and \$316.7 million in fiscal year 2020.

The state would incur additional costs in the form of contributions to the Teacher Retirement System (TRS) for additional teachers hired for the High Quality Prekindergarten program. TEA reports an average prekindergarten teacher salary for fiscal year 2014 of \$48,192. For the purpose of this estimate, it is assumed that one additional FTE would serve two half-day sections of 25 students. Based on this assumption, approximately 6,450 additional teacher FTEs would be needed under the assumed participation levels. State obligations for TRS contributions would amount to 6.8 percent of the projected additional teacher salary amounts, or \$21,137,011 ($\$48,192 \times 6,450 \times 6.8$ percent).

Based on information provided by TEA, one FTE would be required to administer the High Quality Prekindergarten Program. The estimated costs of this FTE, including salary, benefits, and other operating expenses, would be \$89,135 in fiscal year 2016 and \$81,135 in subsequent years.

Local Government Impact

School districts and open-enrollment charter schools awarded funding to implement a High Quality Prekindergarten Program would incur costs to provide the program and would receive additional funding per eligible student as determined by the Commissioner.

It is likely that district participation in the High Quality Prekindergarten Program would result in some level of local cost associated with the construction or acquisition of additional classroom facilities. Assuming that districts that do not have existing classroom capacity to meet the needs of offering additional prekindergarten programs would either build additional instructional space or purchase portable classrooms for this purpose, these costs would most likely spread across several years in the form of annual debt service or lease payments. Some districts may have existing classroom capacity to expand services or may arrange to provide prekindergarten programs in non-school settings, which could mitigate facilities costs. The state does not currently have data by which to predict specific districts' classroom capacity with respect to the proposed High Quality Prekindergarten Program.

Source Agencies: 701 Central Education Agency

LBB Staff: UP, JBi, AM, AW