COMMITTEE REPORT

March 23, 2016

**H. 5024**

Introduced by Reps. Clary, Thayer, Collins, Funderburk, King, Felder, McCoy, Stavrinakis, Bannister, Hamilton, Henderson, Anthony and Govan

S. Printed 3/23/16--H.

Read the first time March 2, 2016.

**THE COMMITTEE ON EDUCATION AND PUBLIC WORKS**

To whom was referred a Joint Resolution (H. 5024) to require that before the 2016‑2017 school year, the State Department of Education shall provide all reading/literacy coaches and literacy teachers with training on dyslexia, etc., respectfully

**REPORT:**

That they have duly and carefully considered the same and recommend that the same do pass with amendment:

Amend the joint resolution, as and if amended, SECTION 1, page 1, by deleting lines 23‑25 and inserting:

/ SECTION 1. Before the beginning of the 2016‑2017 school year, the State Department of Education shall provide training to all literacy coaches and literacy teachers in kindergarten through grade three on: /

Amend the joint resolution further, SECTION 2, page 2, by deleting lines 6‑8 and inserting:

/ (2) stating the number and percentage of literacy coaches in kindergarten through grade three and the number and percentage of literacy teachers in kindergarten through grade three who successfully completed the training. /

Renumber sections to conform.

Amend title to conform.

MERITA A. ALLISON for Committee.

**STATEMENT OF ESTIMATED FISCAL IMPACT**

**Fiscal Impact Summary**

This bill would increase general fund expenditures by $10,000 to $125,000 in FY 2016-17, depending on the complexity of the training and the number of educators required to take the training. Local expenditures for school districts would increase $21,000 to $69,600 for travel expenses associated with the training. There is no expenditure impact to federal funds or other funds.

**Explanation of Fiscal Impact**

**Explanation of the Amendment by House Education and Public Works on 3-16-16**

**State Expenditure**

The amended bill clarifies the State Department of Education would provide training to all literacy coaches and teachers in kindergarten through third grade on dyslexia and related reading disorders including screening tools, instructional methods and interventions before the beginning of the 2016-2017 school year.

The State Department of Education amended their response based on the limiting the training from kindergarten to third grade literacy coaches and teachers.

The State Department of Education provided two expenditure estimates for this bill. The first estimate would provide for a two-day training at the annual Research to Practice Institute and the development of three online modules. The modules would be able to track metrics and course completion. The two-day training and online module is estimated to have a general fund expenditure impact of $10,000. Assuming 20 percent of the 600 reading coaches would need to travel, the department estimates an expenditure impact of $21,000 to the school districts.

The second estimate provided by the State Department of Education reflects training for 625 literacy specialists and coaches who provide literacy instruction. The training reflects an intensive five-day institute with in-depth instruction. The department estimates it will need 25 sessions to accommodate all personnel. Each session is estimated to cost $5,000 for a total expenditure impact of $125,000 to the general fund. Assuming 20 percent of the educators would need to travel, the department estimates an expenditure impact to the school districts of $69,600.

**Explanation of Bill as Filed on 3-2-16**

**State Expenditure**

This bill requires the State Department of Education to provide all literacy coaches and literacy teachers with training on dyslexia and related reading disorders including screening tools, instructional methods, and interventions before the 2016-2017 school year.

The State Department of Education provided two expenditure estimates for this bill. The first estimate would provide for a two-day training at the annual Research to Practice Institute and the development of three online modules. The modules would be able to track metrics and course completion. The two-day training and online module is estimated to have a general fund expenditure impact of $10,000. Assuming 20 percent of the 600 reading coaches would need to travel, the department estimates an expenditure impact of $21,000 to the school districts.

The second estimate provided by the State Department of Education reflects training for 40,000 personnel who provide literacy instruction. The training reflects an intensive five-day institute with in-depth instruction. The department estimates it will need 806 sessions to accommodate all personnel. Each session is estimated to cost $5,000 for a total expenditure impact of $4,030,900 to the general fund. Assuming 20 percent of the educators would need to travel, the department estimates an expenditure impact to the school districts of $3,800,000.

Frank A. Rainwater, Executive Director

Revenue and Fiscal Affairs Office

**A** **JOINT RESOLUTION**

TO REQUIRE THAT BEFORE THE 2016‑2017 SCHOOL YEAR, THE STATE DEPARTMENT OF EDUCATION SHALL PROVIDE ALL READING/LITERACY COACHES AND LITERACY TEACHERS WITH TRAINING ON DYSLEXIA, INCLUDING EVIDENCE‑BASED DYSLEXIA SCREENING, INSTRUCTIONAL METHODS, AND INTERVENTIONS; AND TO IMPOSE RELATED REPORTING REQUIREMENTS ON THE DEPARTMENT.

Be it enacted by the General Assembly of the State of South Carolina:

SECTION 1. Before the beginning of the 2016‑2017 school year, the State Department of Education shall provide training to all reading and literacy coaches and literacy teachers on:

(1) dyslexia and related reading disorders and their prevalence, using the internationally accepted definition from the International Dyslexia Association;

(2) the use of evidence‑based screening tools for dyslexia and other reading disorders that are age‑appropriate and evaluate, as appropriate, the following skills:

(a) phonological and phonemic awareness;

(b) sound symbol recognitions;

(c) alphabet knowledge;

(d) decoding and encoding skills; and

(e) rapid naming skills; and

(3) evidence‑based, multi‑sensory, instructional methods and interventions designed specifically for students with dyslexia and other reading disorders.

SECTION 2. Before October 1, 2016, the State Department of Education shall provide the Senate Education Committee and the House Education and Public Works Committee a report:

(1) describing the specific training used by the department to satisfy the requirements of this joint resolution; and

(2) stating the number and percentage of reading and literacy coaches and the number and percentage of literacy teachers who successfully completed the training.

SECTION 3. This joint resolution takes effect upon approval by the Governor.

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