

**STATE and LOCAL
REVISED CONDITIONAL FISCAL IMPACT**

(Replaces fiscal note dated February 6, 2007)

Drafting Number: LLS 07-0496
Prime Sponsor(s): Sen. Spence
 Rep. Benefield

Date: March 7, 2007
Bill Status: House Education
Fiscal Analyst: David Porter (303-866-4375)

TITLE: CONCERNING THE CREATION OF A TEACHER IDENTIFIER SYSTEM, AND, IN CONNECTION THEREWITH, CREATING THE QUALITY TEACHERS COMMISSION.

Fiscal Impact Summary	FY 2007-2008	FY 2008-2009
State Revenue	\$ 0	\$ 0
State Expenditures Cash Funds Exempt – Quality Teachers Fund*	\$ 0	up to \$ 319,620*
FTE Position Change	0.0 FTE	0.0 FTE
Effective Date: Upon signature of the Governor.		
Appropriation Summary for FY 2007-2008: See State Appropriations section.		
School District Impact: Additional data gathering responsibilities may drive workload.		

*Upon sufficient funding.

Summary of Legislation

This bill establishes the 13-member Quality Teachers Commission and specifies its composition. The commission is established to investigate the “teacher gap,” which is the condition of poor and minority students receiving instruction from less-qualified teachers. The commission is to determine the following about the teacher gap:

- why it exists, why it is widening, and how it directly affects student achievement;
- what policies exist that are effective in reducing the teacher gap; and
- how to implement a teacher identification protocol integrating teachers into existing and emerging databases.

The commission will meet for a two-year period beginning on or before August 1, 2007. In the first year, the commission will examine the teacher gap, create a teacher identification protocol, identify uses of data gained from the teacher identifier protocol, and develop recommendations for the General Assembly concerning whether to proceed with a pilot implementation of the protocol. This protocol should incorporate the longitudinal growth model proposed in HB07-1048.

In the second year, the commission will continue study of the teacher gap, make policy recommendations to the General Assembly for reducing the teacher gap, monitor and study the pilot identifier protocol if adopted, and formulate a statewide teacher identification system for implementation if a protocol is piloted. Each year the commission is to report findings to the Education Committees of the General Assembly.

The bill creates the continuously appropriated Quality Teachers Fund and allows the commission to accept gifts, grants, and donations. The commission is repealed on July 1, 2009.

State Expenditures

Total state expenditures are estimated at up to \$319,620 in FY 2008-09. The commission serves without compensation or expenses and all other expenditures of the bill are conditional, based on the following:

- the decision of the commission to proceed with a pilot or full implementation of a teacher identification system;
- the requirements of the protocol that the commission develops; and
- the receipt of sufficient gifts, grants, and donations to fund the pilot or full implementation.

In FY 2008-09, the Department of Education may oversee the teacher identification pilot program upon the commission's recommendation. The cost of the pilot program is entirely dependent on the specifications and policies developed by the commission. The department estimates that if current systems are used with relatively little modification, the impact could be minimal. A more thorough proposal would involve several phases, including: defining requirements, assigning teacher identifiers, and creating and linking databases. Total preparation and programming time to develop the pilot system is estimated at 1,950 hours, for a cost of \$300,420. In addition, the program would need a project manager (300 hours at \$19,200) to work with participating districts. With this scenario, the total pilot cost would be \$319,620.

Costs of the pilot program must be covered by gifts, grants, and donations to the Quality Teachers Fund. Currently, no gifts, grants or donations have been identified.

School District Impact

The commission is to gather school district data concerning the policies and practices effective in reducing the teacher gap. The resources necessary to comply with this requirement are dependent on the scope of the data requested. No estimates of the data requirements have been made. Additionally, select school districts would be involved in the pilot teacher identification program. The responsibilities of these districts are dependent on the decisions of commission.

State Appropriations

This bill has a “no appropriation clause”.

Departments Contacted

Education
Governor

Treasury
Higher Education