

Galena Park Independent School District



State & Federal Grants Manual (State Allotments Portion Only)

2022-2023

Part I - State Grants

State Programs – Allotments

The Texas Education Agency's State Funding Division is responsible for administering the [Foundation School Program](#) (FSP) and wealth equalization provisions of the Texas Education Code. In addition to the FSP Basic Allotment, the district receives state program allotments to meet the needs of specific student populations. The special program allotments shall be used to **supplement** (beyond the basic program) the academic needs of students enrolled in a special program.

The FSP has two main components, **operations funding** and **facilities funding**. Each component is tied to the tax efforts of school districts. These components provide funding for school district operations and school facilities. This overview briefly describes the main components of the FSP.

- 1. The operations funding component of the FSP assists school districts in financing their maintenance and operations (M&O) through the following two formulas:**
 - o Tier One of the FSP provides school districts (and open-enrollment charter schools) with a basic level of funding through several allotments, including those for regular basic education, special education (SPED), dyslexia, compensatory education, bilingual education (including dual language programs), career and technology education (CTE), public education grants, early education, college, career, or military readiness, fast growth, small and mid-sized districts, teacher incentives, transportation, and new instructional facilities.
 - o Tier Two of the FSP is intended to supplement the basic funding provided by Tier One. Tier Two guarantees a specific level of funding per student in weighted average daily attendance, or WADA, (to be discussed later) for each penny of tax effort above a school district's maximum Tier One tax rate (also referred to as the state maximum compressed tax rate, or MCR). The funding provided by this additional tax effort is also referred to as enrichment.
- 2. The facilities funding component of the FSP provides school districts (excluding open-enrollment charter schools) with assistance for debt service related to funding school facilities through the following two programs:**
 - o The Instructional Facilities Allotment (IFA) program provides funding to school districts for debt service payments on debt associated with the purchase, construction, renovation, and expansion of instructional facilities. Districts use this funding to make annual debt service payments on qualifying bonds and lease-purchase agreements.
 - o The Existing Debt Allotment (EDA) program provides funding to school districts for debt service payments on eligible bonded debt.

State Program allotments are estimated and paid to school districts through a Summary of Finance template created by the Texas Education Agency. The actual state allotments are calculated as noted below in each respective section. A settle-up process occurs at the end of each fiscal year – funds owed

to a district are paid by TEA and funds owed by a district are paid to TEA (or TEA reduces the following fiscal year funds by the amount owed to the state).

A percentage of each state allotment must be spent on “direct” expenditures for the given special program. The current (after HB 3) percentages and program intent code (PIC) are noted below by program:

▪ Gifted and Talented Education	100%	PIC 21*
▪ Special Education	55%	PIC 23, 33 PK
▪ Career & Technical Education	55%	PIC 22
▪ State Compensatory Education (SCE)	55%	PIC 24-30 (except 25 & 27), 34 PK
▪ Bilingual/ESL Education	55%	PIC 25, 35 PK
▪ Dyslexia	100%	PIC 37 & PIC 43
▪ Early Education Allotment	100%	PIC 36
▪ CCMR Outcomes Bonus	55%	PIC 38

*PIC 21 was not a state-funded separate allotment as of HB 3 (2019) but was reinstated in FY 2021-2022 (HB 1525). A TAA issued on 8/26/2021 confirmed that the GT Allotment spend percentage requirement will be at 100%. We should continue to classify GT-related expenses in PIC 21.

Note. The district does use PIC 30 – all of the campuses operate as a Title I Schoolwide Program.

Budgeting Special Program Allotments

The per-pupil expenditures of federal, state, and local funds, including actual personal expenditures and actual non-personnel expenditures must be in compliance with federal regulations [ESSA and 34 CFR]. As a best practice, the district shall ensure that the appropriate program intent code (PIC) and campus/department organization codes are used during the budget and expenditure processes. Expenditures coded to PIC 99 (undistributed) and Organization Code 999 will be distributed by TEA using a methodology that may include: student enrollment by campus, staff FTEs, square footage of buildings (for functions such as 34, 35, 51, etc.), or other methodology as may be determined by TEA.

During the budget process, the estimated state allotment shall be calculated by the Director for Budget and Tax Services based on prior year special program enrollment, average daily attendance (ADA), and projected revenue based on the most current Summary of Finance template. The estimated state allotment by special program shall be provided to the department budget managers. The budget manager has global oversight of all state special programs. The Special Program Coordinators, as noted below, shall be directly responsible for their respective program(s). These special program administrators shall be responsible for the programmatic compliance in their respective program(s). Programmatic compliance shall include, but not limited to: identification of students eligible for a special program; program design; instructional delivery; entry/exit procedures; professional development; certification; and program evaluation.

- Special Education Chad Perry
- Career & Technical Education Toby Castro
- Gifted & Talented Education Robert Seibert
- State Compensatory Education (SCE) Amy Cole
- Bilingual/ESL Education Veronica Martinez
- Dyslexia Anna Gonzalez
- Early Education Veronica Martinez

The finance department, specifically the Director for Budget and Tax Services shall be responsible for the financial compliance in each of these special programs. Financial compliance shall include, but not limited to: budget development & monitoring; approval of expenditure; financial reporting to TEA; financial audit; calculating per-pupil expenditures by program; budget allocations for compensatory, intensive, and accelerated instruction; and purchasing with state allotment funds.

As part of the budget adoption process, the Director for Budget and Tax Services shall verify that the proposed budget includes appropriations in each of the special programs of *no less* than the percentages stated above as required direct expenditures for each special program. [Note. If the District does not budget to compliance, it may not spend to compliance.]

Throughout the fiscal year and at the end of the fiscal year, the Chief Financial Officer, shall calculate the periodic and final spend percentages for each special program. The allocated expenditures by program intent code (PIC) shall be used to determine compliance. In the event that direct expenditures fall below the mandated percentages, the Chief Financial Officer shall ensure that the deficit amount is budgeted in the following fiscal year.

Program Intent Codes (PICs) – FASRG

The mandated program intent codes (as defined in the FASRG or recently by TEA) are classified as Basic or Enhanced. The PICs in these classifications for regular and special program allotments are noted below:

Basic Services – PIC 1X

- PIC 11 Basic Educational Services

Enhanced Services – PIC 2X – 3X

- PIC 21 Gifted & Talented
- PIC 22 Career & Technical Education
- PIC 23 Special Education*
- PIC 24 Accelerated Education (State Compensatory Education)**
- PIC 25 Bilingual and ESL Education***
- PIC 26 Non-Disciplinary Alternative Education Program**
- PIC 28 Disciplinary Alternative Education Program – Basic**
- PIC 29 Disciplinary Alternative Education Program – SCE Supplemental**
- PIC 30 Title I, Part A Schoolwide Activities related to SCE (Campuses with 40% or more educationally disadvantaged students)**
- PIC 31 High School Allotment (discontinued funding 2018-2019)

- PIC 32 Prekindergarten, Regular
- PIC 33 Prekindergarten, Special Education*
- PIC 34 Prekindergarten, State Compensatory**
- PIC 35 Prekindergarten, Bilingual/ESL***
- PIC 36 Early Education Allotment (New in 2019-2020)
- PIC 37 Dyslexia (New in 2019-2020)
- PIC 38 College, Career and Military Readiness (CCMR) – (New in 2019-2020)
- PIC 43 Dyslexia, Special Education (New in 2020-2021)*

*PIC codes used in Special Education mandated spending requirement

**PIC codes used in State Compensatory Education mandated spending requirement

***PIC codes used in Bilingual/ESL mandated spending requirement

If the “intent” of a particular course or program is one of the Enhanced Services, the appropriate PIC shall be used for the expenditures even if an incidental student(s) benefits from the program. For example, the salary of a Bilingual Instructional Aide should be paid 100% from PIC 25, if the intent of his/her position is to support Bilingual students even though 1 or 2 non-Bilingual students also benefit from a small group instructional setting.

Student Special Program Enrollment Reporting (PEIMS)

The special program enrollment shall be reported to TEA through the PEIMS data submissions. District-level administrators shall be responsible for developing procedures to identify the entry and exit of students into the state mandated special programs. The procedures shall comply with the Texas Education Code, Chapter 29 for each respective special program. The entry and withdrawal of students in special programs shall be in accordance with the district’s Attendance Accounting Procedures Handbook, TEA’s *Student Attendance Accounting Handbook (SAAH)* and the *Texas Student Data Standards (TSDS)*.

Upon enrollment and throughout the school year, the Student Information System (Skyward) shall be used to record student enrollment in each special program. The student enrollment record shall include the entry and exit date(s) for all special programs that generate state funding.

The PEIMS Annual Timelines shall be used to ensure that prior to the submission of the Fall, Summer and Extended Year PEIMS Student Data that all students are properly coded in their respective special programs. The campus principals shall review the appropriate TSDS reports prior to all PEIMS Submissions to ensure that the student special program enrollment is accurate and reasonable compared to the historical data. The reports listed on the table below include some, but not all, of the reports that each principal shall review and sign-off on before the submission of PEIMS data to TEA.

Submission	Report #	Report Name
Fall	PDM1-120-002	LEP/BL/ESL and Parental Denial Students
	PDM1-120-003	Student Program Roster
	PDM1-120-005	Student Data Review

	PDM1-120-008	Student Success Initiative Student Roster
	PDM1-120-009	Disaggregation of PEIMS Student Data
	PDM1-120-013	PK Student Roster
	PDM1-120-020	Student Census Block Group Roster
Summer	PDM3-130-001	Superintendent's Report of Student Attendance
	PDM3-120-004	Disaggregation of PEIMS Summer Attendance Data
	PDM3-120-013	Special Programs Attendance Data
	PDM3-120-015	Previous Year Average Daily Attendance Data
	PDM3-120-017	PK Student Roster
	PDM3-120-018	Student Dyslexia or Related Services Roster
Extended Yr	PDM4-120-001	Extended School Year (ESY) Services Roster
	PDM4-120-004	Bilingual/ESL Summer School Roster

Staff Full-time Equivalent (FTEs) and Payroll Account Coding

At the beginning of each school year, the salaries of all staff should be determined based on their position and assignment. Specifically, we need to know the following:

- What the employee will do? Determines the function code
- What is the FLSA status of employee? Determines the object code [Exempt staff – 6119 and Non-exempt staff – 6129]
- Where the employee will work? Determines the organization code (may be split)
- Who will benefit? Determines the population served or PIC (may be split)

Determining the correct payroll account distribution code(s) is critical to ensure that all payroll costs are expensed in the correct account code(s). This is extremely important for staff assigned on a part-time or full-time basis to support a special program. Only the payroll costs for services whose intent is to serve one or more special program may be charged to the special program PIC.

Best Practice to ensure accuracy of Staff FTEs by special program:

By **September 15th**, each school year, the department of Federal Programs shall prepare a Staff FTEs report that is based on the campus Master Schedule. **[Sample FTE Report in the Exhibit Section]** The Staff FTE report shall reflect the names of all staff, the position, and the assignment(s) by PIC code. For example, a teacher that teaches 4 special education classes and 4 career and technical education courses, should have .5 FTEs in PIC 23 (Special Education) and .5 FTEs in PIC 22 (Career Technology).

[Note. The master schedule shall reflect the teaching assignment for all teachers and every course section shall reflect the “intent”, or population served code. The population served codes (**PEIMS Population Served Code Table 030 in Exhibit Section**) and program intent codes are correlated below:

- Population Served Code 04 PIC 21 Gifted & Talented
- Population Served Code 05 PIC 22 Career & Technical Education
- Population Served Code 06 PIC 23 Special Education
- Population Served Code 03 PIC 24 Accelerated Education (State Compensatory Education)
- Population Served Code 02 PIC 25 Bilingual Education

- Population Served Code 07 PIC 25 ESL Education
- Population Served Code 03 PIC 26 Non-Disciplinary Alternative Education Program
- Population Served Code 03 PIC 28 Disciplinary Alternative Education Program – Basic
- Population Served Code 03 PIC 29 Disciplinary Alternative Education Program – SCE Supplemental

- Population Served Code 03 PIC 30 Title I, Part A Schoolwide Activities related to SCE (Campuses with 40% or more educationally disadvantaged students)

- Population Served Code 06 PIC 33 PK Special Education
- Population Served Code 03 PIC 34 PK Compensatory Education
- Population Served Code 02 PIC 35 PK Bilingual Education
- Population Served Code 06 PIC 43 Dyslexia, Special Education

All staff assigned to support all students, not specifically served in a special program, shall be coded as basic population served (01) and the basic program intent code (11).

Special Program Administrators shall also submit a Staff FTE report for non-campus administrative staff **by September 15th** at the beginning of each fiscal year. The PIC codes for the non-campus staff shall reflect what they do, where they are assigned to work, and the special program(s) that they support.

The Staff FTEs reports shall be submitted to the Federal Programs Department no later than the deadline of September 15th at the beginning of each fiscal year. The Federal Programs staff shall verify the Staff FTEs and ensure that funds are budgeted in the appropriate payroll account codes. Budget changes and/or amendments, if any, shall be prepared by the Federal Programs Specialist. [Note. The minimum spend percentages shall be verified again to ensure that the budgeted amount by PIC still meets or exceeds the minimum spend percentage by special program.]

After approval of the Staff FTEs reports, the Federal Programs Department shall submit the Staff FTEs to the payroll department for the purpose of updating the payroll distribution record(s) of each district employee.

Campus Principals and Special Program Administrators shall be responsible to ensure that any changes to staff assignments are submitted to the Human Resources Department within five (5) days of the assignment change. The prior process of verifying the FTEs/account codes, approval of the FTE report, and submission of the reports to the payroll department shall occur upon the receipt of assignment changes.

The staff FTEs by special program shall be reported to TEA through the PEIMS data submissions. Campus principals shall be responsible for developing procedures to ensure that all staff, especially instructional staff, has the correct populated served code in the campus master schedule. The procedures shall comply with the district’s Attendance Accounting Procedures Handbook, TEA’s *Student Attendance Accounting Handbook (SAAH)* and the *Texas Student Data Standards (TSDS)*.

The Student Information System, Skyward, shall be used to create the district/campus master schedule, instructor records, and course/section records. Specifically, every course record shall reflect the correct

Service ID (as noted on TEDS Code Table C022 Service-ID); and every section course record shall reflect the correct Population Served Code (as noted on TEDS Code Table C030 Population-Served-Code).

The PEIMS Annual Timelines shall be used to ensure that prior to the submission of the Fall and Summer PEIMS Staff Data that all staff are properly coded in their respective special programs. The campus principals shall review the appropriate TSDS reports prior to all PEIMS Submissions to ensure that the staff data by special program enrollment is accurate and reasonable compared to the historical data. The reports listed on the table below include some, but not all, of the reports that each principal shall review and sign-off on before the submission of PEIMS data to TEA.

Submission	Report #	Report Name
Fall	PDM1-110-004	Staff FTE Summary
	PDM1-110-005	Student and Staff Counts by Service ID
	PDM1-110-006	Staff FTE by ROLE ID
	PDM1-110-007	Payroll Information by Program Intent Code 21 thru 43
	PDM1-111-001	Individual Staff Profiles (PIC Code and Pop Served should match)

State Allotment Program Expenditures Compliance

Throughout the fiscal year and at the end of the fiscal year, the Director for Budget and Tax Services shall calculate the periodic and final spend percentages for each special program. The allocated expenditures by program intent code (PIC) shall be used to determine compliance. In the event that direct expenditures fall below the mandated percentages, the Director for Budget and Tax Services shall ensure that the deficit amount is budgeted in the following fiscal year. The deficit amounts, if any, shall be provided by the Director for Budget and Tax Services to the Special Program Administrators no later than October 1st for planning and budgeting purposes. The Special Program Administrators shall submit the proposed budget to the Executive Director for Finance and Treasury no later than November 1st of the following fiscal year.

The Summary of Finance report shall be used by the finance department, specifically the Director for Budget and Tax Services, to ensure compliance with required spend percentages. The Director for Budget and Tax Services will utilize Omar Garcia’s State Aid template during the second semester to ensure the district numbers are in alignment with the actual student trends. After the PEIMS summer submission, the district will review the Summary of Finance again.

Upon receipt of The Summary of Finance, the Director for Budget and Tax Services shall review the report and submit any additional information to TEA within 10 days of the report. If the results of a TEA Special Allotments Monitoring Program report indicate that the district did not over a period of three (3) fiscal years, utilize the state allotment program funds in accordance with TEC, TAC or TEA guidelines, the Executive Director for Finance and Treasury shall develop a Corrective Action Plan. If the Corrective Action Plan indicates that the district must return state allotment program funds to TEA, the funds shall

be submitted to TEA within the allotted time period. If the Corrective Action Plan indicates that the district shall correct operational procedures related to the budgeting and expensing of state allotment program funds, the Director for Finance and Treasury shall draft and implement the operational procedures.

State Allotment Program Legal Requirements (TEC excerpts)

State laws, specifically Chapter 29 and Chapter 48 include requirements related to program eligibility and allowable funds. Excerpts from each state allotment program fund requirements are noted in the following sections.

Beginning with fiscal year-end (FYE) 2021, LEA auditors are strongly encouraged to answer the new set of compliance questions that are aligned with the requirements to the Texas Education Code, §48.104, Compensatory Education Allotment, and §48.105, Bilingual Education Allotment, as amended by House Bill 3 of the 86th Texas Legislature, 2019. The compliance questions can be found in the Financial Accountability System Resource Guide, Module 4: Auditing, section 4.6.5 Compliance with Laws and Regulations. Starting in FYE 2022, both the new J-4 schedule and the compliance questions will be required. They will be used to determine if the program funds were not used in compliance with the statutes. This determination may involve the LEA's average use of funds for the three preceding school years. Schedule J-4 contains two sections of four questions.

The questions are related to Compensatory Education Program and Bilingual Education Program expenditures.

Data Codes	Section A: Compensatory Education Programs	Column 1 Responses
AP1	Did your LEA expend any state compensatory education program state allotment funds during the district's fiscal year?	Yes / No
AP2	Does the LEA have written policies and procedures for its state compensatory education program?	Yes / No
AP3	List the total state allotment funds received for state compensatory education programs during the district's fiscal year.	\$ _____
AP4	List the actual direct program expenditures for state compensatory education programs during the LEA's fiscal year. (PICs 24, 26, 28, 29, 30, 34)	\$ _____
Data Codes	Section B: Bilingual Education Programs	Column 1 Responses
AP5	Did your LEA expend any bilingual education program state allotment funds during the LEA's fiscal year?	Yes / No
AP6	Does the LEA have written policies and procedures for its bilingual education program?	Yes / No
AP7	List the total state allotment funds received for bilingual education programs during the LEA's fiscal year.	\$ _____
AP8	List the actual direct program expenditures for bilingual education programs during the LEA's fiscal year. (PICs 25, 35)	\$ _____

Gifted and Talented

The Gifted and Talented program must adhere to state law, Texas Education Code (TEC) 29.121. Chapter 29 addresses the programmatic guidelines related to eligibility, identification, program services, and use of funds.

TEC Sec. 29.121 defines a "gifted and talented student" as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field.

Using criteria established in TAC 89.1-89.5, the school district shall identify and serve gifted and talented students in the district or through a shared services arrangement (SSA). In accordance with **School Board Policy EHBB Legal and Local**, the district has established the following process to identify and serve gifted and talented students.

Screening:

- In order to create a preliminary list of students to test, the district level GT administrators use data readily available to them to provide an initial screening of every student in Galena Park ISD. The data used includes various assessment information in which every student in the grade level had the opportunity to participate. This may include standardized test scores, ability test scores, or information from assessments designed to measure a student's reading level.
- Referrals for testing are open to all students in Galena Park ISD. Students may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.

Assessment:

- Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
- The assessment process is designed to be student-centered and to collect a preponderance of data to determine if a student is in need of gifted services.
- Testing windows vary by grade level. Current Kindergarten students will be tested late in the fall with the hope of identifying students early in the second semester. All other students are tested throughout the spring with selection set to take place at the end of the school year. Students selected during spring testing will begin in the GT program at the beginning of the next school year. In order not to invalidate the test, students may only be tested one time per school year.

Final selection and Notification:

- The selection committee shall consist of at least three local district educators with GT training.
- A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.
- The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented

program. Written notification will be sent once all testing is complete and selection has occurred.

Learning Opportunities/Program Services:

- A district shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options shall include:
 - Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.
 - A continuum of learning experiences that leads to the development of advanced-level products and performances.
 - In-school, and when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year.
 - Opportunities to accelerate in areas of strength.
- Galena Park ISD's Program Design is as follows:
 - Journeys - level one of the GT program in Galena Park ISD; this is a talent pool of identified students in kindergarten through fifth grade. It is an enrichment program designed to serve four to seven percent of the student population at each grade level at each campus capable of high performance. Students are placed with a small cluster of other Journeys students and served by their regular classroom teachers in the four core content areas. These students are provided appropriate instruction at their individual campus.
 - Encounters - level two of the GT program in Galena Park ISD, which consists of approximately three to five percent of the total district population. This provision begins in fourth grade and is maintained through grade nine. Students in the fourth and fifth grade Encounters program participate in a pull-out program one full day per week at a designated school. The top three to five percent of the district's students in grades six through nine participate in the Encounters program as a class on their home campus.
 - Secondary students are also served in an array of advanced courses beginning in the sixth grade. These courses include our Advanced courses, our Advanced Placement courses, and Dual Credit courses.

Program changes such as furloughs, reassessment, exiting students from GT, transfer students and appeals of district decisions:

- The District may place on probation or a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. Probation may be initiated by the District, the student's teacher, or the building principal. In response to extended student illness

or family problems that impact academic performance, a furlough may be initiated by the parent or the student.

- In accordance with the Board-approved program, a probation or furlough shall be granted for specified reasons and for a specified period of time. At the end of a probation or furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.
- If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.
- The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.
- When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.
 - [See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]
- A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
- A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

Program Evaluation:

- The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.
- The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.
- The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:
 - The establishment of a gifted and talented program by the District; and

- That the District's program is consistent with the state plan for gifted and talented students.

Specifically, each school district shall identify students eligible for the GT program and serve the students in an appropriate manner. All student identification and enrollment shall meet the special program guidelines in the Student Attendance Accounting Handbook (SAAH). Student enrollment data shall be submitted to TEA through the PEIMS Fall Submission as of the snapshot date. The attendance and/or contact hour data for funding purposes shall be submitted to TEA through the PEIMS Summer Submission.

Note. The GT allotment was funded as part of the 87th Legislature at a weight of .07 and limited to 5% of ADA. Districts should continue to report expenditures to the GT PIC code (21) through PEIMS reporting.

Each school district must annually certify to the commissioner that the district has established a program for gifted and talented students as required by Chapter 29 and that the program is consistent with the state plan developed under Section 29.123. Failure to comply with this requirement may result in the commissioner reducing the district's total state funding in accordance with TEC 29.124.

The Special Program Administrator with oversight responsibility to certify the Gifted & Talented special program data prior to submission to TEA shall be as noted on the Annual List of Program Coordinators (Exhibit Section).

Career and Technical Education (CTE)

The Career and Technical Education program must adhere to state law, Texas Education Code (TEC) 29.181 – 29.194 and TEC 48.106. Chapter 29 addresses the programmatic guidelines related to eligibility, identification, and program services. Chapter 48 addresses the funding weight(s) and allowable costs.

The district is eligible to receive weighted* funding for eligible full-time equivalent (FTE) students in approved Career and Technology Education (CTE) programs. In addition to this weighted funding, the district is also eligible to receive \$50 for each FTE student enrolled in two or more advanced CTE courses for three or more credits. Additionally, students enrolled in a designated P-TECH or a 9-12 New Tech campus (identified by having an active agreement with the New Tech Network) are eligible for \$50 per student. These two funding elements determine the district's total CTE allotment. The CTE allotment applies to students in grades 7-12 who take an approved career and technical education (CTE) course designated with an "H" in the CTE course column of the Texas Education Data Standards, Section 4, Service-ID (CO22) code table.

The Director, Career & Technology Education shall utilize the [TEA Estimating a District's FSP CTE Allotment](#), the [CTE Courses for Academic Credit](#), and the [CTE Advanced Course List](#) to estimate the CTE Allotment as part of the annual budget development process.

Specifically, each school district shall identify students eligible for the CTE program and serve the students in an appropriate manner to obtain state funds. The Master Schedule shall serve as the official document to support that each student was enrolled in a CTE course. All student identification and enrollment shall meet the special program guidelines in the Student Attendance Accounting Handbook

(SAAH). Student enrollment data shall be submitted to TEA through the PEIMS Fall Submission as of the snapshot date. The attendance and/or contact hour data for funding purposes shall be submitted to TEA through the PEIMS Summer Submission.

The Special Program Administrator with oversight responsibility to certify the CTE special program data prior to submission to TEA shall be as noted on the Annual List of Program Coordinators (Exhibit Section).

Special Education

The Special Education program must adhere to state law, Texas Education Code (TEC) 29.003 and TEC 48.102. Chapter 29 addresses the programmatic guidelines related to eligibility, identification, and program services. Chapter 48 addresses the funding weight(s) and allowable costs.

Per TEC 48.102, for each student in average daily attendance in a special education program under Subchapter A, Chapter 29, in a mainstream instructional arrangement, the district is entitled to an annual allotment equal to the basic allotment, or, if applicable, the sum of the basic allotment and the allotment under Section 48.101 to which the district is entitled, multiplied by 1.15. For each full-time equivalent student in average daily attendance in a special education program under Subchapter A, Chapter 29, in an instructional arrangement other than a mainstream instructional arrangement, the district is entitled to an annual allotment equal to the basic allotment, or, if applicable, the sum of the basic allotment and the allotment under Section 48.101 to which the district is entitled, multiplied by a weight determined according to instructional arrangement as follows:

- Homebound 5.0
- Hospital class 3.0
- Speech therapy 5.0
- Resource room 3.0
- Self-contained, mild and moderate, regular campus 3.0
- Self-contained, severe, regular campus 3.0
- Off home campus 2.7
- Nonpublic day school 1.7
- Vocational adjustment class 2.3

Additional weights for students served in residential treatment facilities, extended year program, and students with dyslexia or a related disorder are addressed in TEC 49.102.

The district is required under IDEA B regulations (34 CFR 300.201 and 301.149) to develop and implement policies, procedures and practices related to the provision of special education services to eligible students. The district's written policies and procedures can be found on the district's website.

Specifically, each school district shall identify students eligible for the Special Education program and serve the students in an appropriate manner to obtain state funds. The student's Individualized Education Plan (IEP) shall serve as the official document to support that each student is eligible for special education, the type of instructional arrangement, and the number of contact hours to be served in a special education setting. All student identification and enrollment shall meet the special program guidelines in the Student Attendance Accounting Handbook (SAAH). Student enrollment data shall be

submitted to TEA through the PEIMS Fall Submission as of the snapshot date. The attendance and/or contact hour data for funding purposes shall be submitted to TEA through the PEIMS Summer Submission.

The Special Program Administrator with oversight responsibility to certify the Special Education program data prior to submission to TEA shall be as noted on the Annual List of Program Coordinators (Exhibit Section)].

Compensatory Education (SCE)

The Compensatory Education program must adhere to state law, Texas Education Code (TEC) 29.081 and TEC 48.104. Chapter 29 addresses the programmatic guidelines related to eligibility, “at risk” identification, and program services. Chapter 48 addresses the funding formula and allowable costs. The SCE program is funded based on fall PEIMS snapshot count of enrolled students who are reported as economically disadvantaged and the census-based weight associated with each identified student’s home address. The weights assigned to the five tiers of the index established under Subsection (c) are, from least to most severe economic disadvantage, 0.225, 0.2375, 0.25, 0.2625, and 0.275. If insufficient data is available for any school year to evaluate the level of economic disadvantage in a census block group, a school district is entitled to an annual allotment equal to the basic allotment multiplied by 0.225 for each student who is educationally disadvantaged and resides in that census block group.

The Senior Systems Analyst shall be responsible for ensuring that all students are identified and reported in their census block group. The census block data shall be submitted with the TSDS/PEIMS Data.

The district shall use the SCE allotment for *supplemental* programs and services as authorized in TEC 48.104 such as:

- funding supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between:
 - students who are educationally disadvantaged and students who are not educationally disadvantaged; and
 - students at risk of dropping out of school, as defined by Section 29.081, and all other students; or
- (2) support a program eligible under Title I of the Elementary and Secondary Education Act of 1965
- Student that does not have a disability and resides in a residential facility
- Student who is in a remedial and support program because the student is pregnant
- Other _____

All student identification and enrollment shall meet the special program guidelines in the Student Attendance Accounting Handbook (SAAH). Student enrollment data shall be submitted to TEA through the PEIMS Fall Submission as of the snapshot date. The campus administrator (Principal) and the Child Nutrition Administrator shall be responsible for the collection, maintenance and verification of student home address and free/reduced lunch eligibility respectively.

In addition, the Components of the SCE Planning cycle should be documented by the SCE Coordinator. The components should include:

1. Identification of the students based on statutes, rules, and other reliable data sources
2. Comprehensive assessment of each student's needs so that the appropriate compensatory, intensive, and or accelerated instruction services, and or dropout prevention services are provided
3. Design appropriate SCE services for students that enable them to be performing at grade level at the conclusion of the next regular school year and provide services to prevent at-risk students from dropping out of school
4. Adoption of a budget to support SCE programs
5. Delivery of services to students
6. Evaluation and documenting (Assessing) the effectiveness of accelerated instruction programs and any disparity in performance on assessment instruments administered under TEC, Chapter 39, Subchapter B, or the disparity of high school completion between students at-risk of dropping out of school and all other students in the school district.
7. Holding a public hearing to discuss the results of the SCE program evaluation
8. Improve program based upon evaluation results and stakeholder input

Identification of Students

The Campus Principals (or designees) shall use the student performance data from state assessments to design and implement appropriate compensatory, intensive or accelerated instructional services for students that enable them to perform at grade level at the conclusion of the next regular school term.

In addition, secondary Campus Principals (or designees) shall provide accelerated instruction to a student enrolled in the district who has taken an end-of-course assessment and has not performed satisfactorily on the assessment instrument or who is at risk of dropping out of school. The campus shall offer before the next scheduled administration of the assessment instrument, without cost to the student, accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an end-of-course assessment instrument required for graduation. The Chief Financial Officer shall budget separately for costs related to the end-of-course accelerated instruction.

Specifically, each school district shall identify students eligible for the Compensatory Education program and serve the students in an appropriate manner to obtain state funds. There are fourteen (14) at risk indicators in state law. Districts may also use compensatory education funds to support students who are identified as economically disadvantaged, even if they are not identified as at risk. The Campus Principal, or designee, at each campus shall be responsible for identification of all at risk students. The at-risk student enrollment shall be reported to TEA through the PEIMS Fall Submission.

At-Risk Criteria – State Law (TEC 29.081)

For the purposes of TEC 29.081, a student at risk of dropping out of school includes a student who is under 26 years of age and who:

- (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by Section 29.052;
- (11) is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;
- (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or
- (14) has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

The methodology for calculating the 110% satisfactory performance on all assessments shall be as noted below:

- **List generated from (Eduphoria)**

The campus administrator shall be responsible for identifying students that meet one or more of the at-risk indicators listed above. The student’s at-risk status shall be indicated on the Student Information System. Documentation must be maintained on file to support the identification and noted on the Student Information System as illustrated below:

DEMO1	DEMO2	DEMO3	<u>AT RISK</u>	CONTACT	W/R ENROLL	SPEC ED	G/T	BIL/ESL	TITLE I	
At-Risk: <input checked="" type="checkbox"/>										
PEIMS at-risk criteria:										
<input type="checkbox"/>	1. Unsatisfactory performance on readiness test (PK - 03)							<input type="checkbox"/>	Documentation	
<input checked="" type="checkbox"/>	2. Did not maintain avg of 70 in 2 or more subject (07-12)							<input checked="" type="checkbox"/>		
<input type="checkbox"/>	3. Not promoted for one or more school years							<input type="checkbox"/>		
<input type="checkbox"/>	4. Unsatisfactory performance on assessment instrument							<input type="checkbox"/>		
<input type="checkbox"/>	5. Pregnant/parent							<input type="checkbox"/>		
<input type="checkbox"/>	6. Placed in a DAEP (TEC37.006)							<input type="checkbox"/>		
<input type="checkbox"/>	7. Expelled (TEC37.007)							<input type="checkbox"/>		
<input type="checkbox"/>	8. On parole,probation,deferred prosecution or other conditional release							<input type="checkbox"/>		
<input type="checkbox"/>	9. Previous PEIMS dropout							<input type="checkbox"/>		
<input type="checkbox"/>	10. LEP							<input type="checkbox"/>		
<input type="checkbox"/>	11. Is in the custody or care of the DFPS or has been referred to DFPS							<input type="checkbox"/>		
<input type="checkbox"/>	12. Homeless							<input type="checkbox"/>		
<input type="checkbox"/>	13. Residential Placement							<input type="checkbox"/>		
<input type="checkbox"/>	14. Incarcerated or parent/guardian has been incarcerated during the student's lifetime, per Penal Code Section 1.07							<input type="checkbox"/>		
Last Grade Failed: <input type="text"/> <input checked="" type="checkbox"/> Last Year Failed: <input type="text"/>										

Local At-Risk Criteria – School Board Approved

The district may use SCE funding to serve students who are identified as at risk using local eligibility criteria. The district’s School Board **has not** adopted local eligibility criteria for at-risk.

The Campus Principal shall ensure that students identified with local eligibility criteria are documented in the Student Information System and shall calculate the percentage of students meeting local criteria to ensure that the state maximum of 10% is not exceeded at any point of the school year.

Student Entry and Exit into SCE Program

The effective date and reason for student entry and exit into the SCE Program shall be documented by the Campus Principal (or designee). All changes in student eligibility to be served in the SCE Program shall be entered in the Student Information System.

District & Campus Improvement Plans

The SCE program compliance is unlike the other special programs in that it requires specific procedures and documentation as outlined in the Financial Accounting System Resource Guide (FASRG) Module 6.

The District Improvement Plan (DIP) and Campus Improvement Plans (CIP) are the primary source of

documentation for the expenditure of SCE funds. The DIP and CIPs shall include the SCE goals, strategies, activities and resources (Staff FTEs and budgeted funds).

All school districts and open-enrollment charter schools, whose SCE allotment is **\$750,000** or more for the previous fiscal year, are required to submit district and campus improvement plans (DIP and CIPs) and an annual local SCE program evaluation to the TEA to evaluate SCE program compliance. For LEAs whose SCE allotment is less than **\$750,000**, the TEA will request selected plans as needed to determine program compliance.

The district **is required** to submit the DIP and CIPs in accordance with the [TEA's Electronic Submission guidelines](#). The District shall electronically submit a PDF version of the DIP and at least two (2) CIPs through the TEAL system on an annual basis within 150 days after the last day permissible to send data for the PEIMS data FINAL Midyear resubmission 2 (typically late July). The determination regarding which CIPs to submit to TEA shall be based on the TEA guidelines in the [FASRG, Module 6.2.3 Electronic Report Submission Requirements](#). The District's preparation and submission dates shall be as noted below to ensure compliance with this critical requirement.

- Campus Principals shall submit their CIPs to the Assistant Superintendent for Educational Support & School Admin. **by October 1st for review.**
- Campus Principals shall include the SCE goals, strategies, activities and resources (Staff FTEs and budgeted funds) in their Campus Improvement Plan (CIP).
- Superintendent or designee shall submit the DIP to the Board of Trustees **by July 18th.**
- The Executive Director, Educational Support shall submit the DIP and CIPs through TEASE within the 150-day deadline, **or July 1st**, whichever is earlier.

SCE Program Services

Consistent with the Goals and Strategies identified in the DIP and CIPs, the Campus Principal shall ensure that each eligible student receives services based on their needs. The Campus Principal shall encourage parental participation in the planning of educational services for their child and shall be informed on available services such as extended year program, tutoring and/or summer school. The SCE program services shall also be in accordance with School Board Policy EHBC Legal and Local.

SCE Program Evaluation

The district is required to annually evaluate and document the effectiveness of their designated SCE program in:

1. reducing any disparity in the performance on assessment instruments administered under TEC, Chapter 39, Subchapter B;
2. reducing any disparity in the rates of high school completion between students at risk of dropping out of school and all other district students;

3. reducing any disparity in the rates of high school completion between educationally disadvantaged students and all other district students; and
4. annually hold a public hearing to discuss the results of the LEAs evaluation of the accelerated instruction programs and services; and
5. include the results of this evaluation in the school district's DIP and CIP or the charter school instructional plan.

The methodology that will be used by the campus administrators to evaluate (both formative and summative) and document the effectiveness of the SCE program shall be as noted below: **[Refer to FASRG Module 6 SCE 6.2.7.1 SCE Program Evaluation Design criteria.]**

- What is required of the students that participate in the SCE programs?
- How will priorities be changed to put more focus on achieving the goals, if needed?
- How should timelines be changed, if needed?
- What are the strengths and weaknesses of the program?
- What are the complaints heard from stakeholders about the program?
- Is our school district offering the right programs and services to bring about the desired outcomes of the SCE program?

After the evaluation is completed, but not later than October 1st, the administrator shall schedule, advertise and conduct an annual public hearing to discuss the evaluation results and the effectiveness of the SCE Program.

Supplement and Supplant Compliance

Financial guidelines related to supplement, not supplant, targeted-assistance versus school-wide campus expenditures, staffing formulas, job descriptions, time and effort, student case counts, local identification criteria and allowable costs are described in Module 6 State Compensatory Education shall be used to determine the district's compliance with supplement and supplant provisions.

The Chief Financial Officer shall calculate the cost of the regular education program in relation to budget allocations for compensatory, intensive and/or accelerated instruction and student:teacher ratios at least two times per fiscal year (recommended at budget preparation/adoption and end-of-fiscal year). The documentation of the calculation shall be maintained for audit purposes.

Bilingual and ESL

The Bilingual and ESL program must adhere to state law, Texas Education Code (TEC) 29.053 and TEC 48.105. Chapter 29 addresses the programmatic guidelines related to eligibility, identification, and program services. Chapter 48 addresses the funding weight(s) and allowable costs.

The Bilingual Education Allotment Weights are illustrated below:

Bilingual Education Allotment Weights	
<i>Identified English learners whose parents have denied program services do not generate any funding</i>	
0.1	English Learners in average daily attendance in a standard or alternative bilingual education or an ESL program.
0.15	English Learners in average daily attendance in a dual language immersion one-way or two-way program model.
0.05	English proficient and Reclassified English Learners in average daily attendance in a dual language immersion two-way program model.

Specifically, each school district shall identify students eligible for the Bilingual or ESL program and serve the students in an appropriate manner to obtain state funds. All student identification and enrollment shall meet the special program guidelines in the Student Attendance Accounting Handbook (SAAH). Student enrollment data shall be submitted to TEA through the PEIMS Fall Submission as of the snapshot date. The attendance and/or contact hour data for funding purposes shall be submitted to TEA through the PEIMS Summer Submission.

The district offers a Bilingual or English as a Second Language (ESL) program. The Bilingual Director shall be responsible for the Bilingual/ESL Program compliance monitoring in the following areas:

Establishment of LPAC Committee

- Selection of Bilingual or ESL Educator
- Campus Administrator
- Parent Representative
- ARD Committee Representative (optional)
- LPAC Confidentiality Statements

Identification of students

- Collection and Review of Home Language Surveys
- Cumulative Folder Documentation Checklist

LPAC Process

- Initial Review
- LPAC Meeting Minutes
- LPAC Monitoring of Reclassified Student
- LPAC Annual Review

Placement

- Parent notification of Initial Identification and Approval of Placement
- Parent approval or denial of services
- Parent notification of Reclassification and Approval of Program Exit
- Parent notification of student progress

Program Description

The district currently offers the following type(s) of Bilingual/ESL programs: [Select appropriate type(s)]

- Bilingual – standard or alternative education
- ESL – standard or alternative education
- Dual Language immersion one-way or two-way program
- Dual Language immersion two-way program

Program Entry and Exit Procedures:

The entry procedures shall include:

- When a student enrolls for the first time in a Texas public school, the parent completes a home language survey (HLS) which contains two questions: 1) What language is spoken at home most of the time? 2) What language does the child use most of the time?
- If a language other than English is indicated on the HLS, the school/district will assess the student to determine his/her English proficiency. The assessment used is the Texas Statewide Language Proficiency Test Provider for Emergent Bilingual Identification, LAS.
- The Language Proficiency Assessment Committee (LPAC) will meet to discuss results, identification, and program recommendation. The LPAC is comprised of a campus administrator, a bilingual/ESL teacher, and a parent representative of a participating bilingual or ESL student.
- The results of the HLS and the English proficiency assessment. These are the first considerations used to determine if a student qualifies as an emergent bilingual and would benefit from a language instruction program.
- If the assessment results indicate a below level English proficiency, the LPAC identifies the student as an emergent bilingual.
- The LPAC will recommend that the student be placed in a bilingual or ESL program with parent permission.
- The parent or guardian shall receive written notice of the student's classification as an emergent bilingual and either approve or deny the placement of their child in the recommended program.
- In cases where the parent denies placement, the student is identified as an emergent bilingual with parent denial until the student meets reclassification criteria and participates in the Texas English Language Proficiency Assessment System (TELPAS) to assess his/her English proficiency until meeting the reclassification criteria.

The reclassification procedures shall include:

- At the end of the school year, the LPAC reviews the student's academic progress and language proficiency to determine if reclassification criteria has been met.
- Written notification should be sent to the child's parent/guardian to inform them that the student has met all criteria to be reclassified as English proficient.
- Once the student is reclassified as English proficient, the state requires the district to monitor the student for 4 years to ensure academic success.

The Chief Financial Officer shall ensure that the appropriate program intent codes (PIC) are used to record Bilingual/ESL Program expenditures. The PIC 25 Costs are noted below:

PIC 25 Costs to Include		
Provision of a Bilingual program	Instruction in primary language	Program and student evaluation
Provision of ESL instruction	Supplemental staff expenses	Salary supplements for teachers
Services intended to make students proficient in English	Staff development	Increase cognitive academic language proficiencies
Bilingual services to immigrant students	Instructional materials and equipment	Supplies required for quality instruction and smaller class size

PIC 25 Costs to Exclude (with correct PIC)		
Foreign language courses (PIC 11)	All Disciplinary Alternative Education Program (DAEP) (PIC 28)	Salary of bilingual/ESL instructors (PIC 11)

*Texas public school districts direct cost expenditure requirement on Bilingual Education Allotment = 55% (Minimum)
TEA monitors compliance on BEA funds by looking at the percent the school district spends on direct costs (Sum of PIC 25 + PIC 35)*

The Special Program Administrator with oversight responsibility to certify the Bilingual and ESL special program data prior to submission to TEA shall be as noted on the Annual List of Program Coordinators (Exhibit Section].

New Allotments created by HB 3, 86th Legislative Session

House Bill 3 created three new allotments that will require financial reporting: the dyslexia allotment, the college, career and military readiness (CCMR) outcomes bonus, and the early education allotment. The FASRG has been updated in April 2021 with final rules related to the use of these allotments, but the allotments and statutory language around their use are described below.

Early Education Allotment

The use of the early education allotment must be in accordance with TEC 48.108 and can only to fund programs and services designed to improve student performance in reading and math in grades prekindergarten through three, including programs and services designed to assist the district in achieving the goals from the district’s early childhood literacy and mathematics proficiency plans adopted under TEC 11.185.

For each student in average daily attendance in kindergarten through third grade, a school district is entitled to an annual allotment equal to the basic allotment multiplied by 0.1 if the student is:

- (1) educationally disadvantaged; or
- (2) a student of limited English proficiency, as defined by Section 29.052, and is in a bilingual education or special language program under Subchapter B, Chapter 29.

The Elementary Campus Principal shall have oversight responsibility to certify the Early Education Allotment program data prior to submission to TEA shall be as noted on the Annual List of Program Coordinators (Exhibit Section].

Dyslexia Allotment

The use of the dyslexia allotment must be in accordance with TEC 48.103 and can be used only for a student who is receiving services in accordance with an IEP under Section 29.005 or a plan developed under Section 504, is receiving instruction that meets dyslexia criteria established by the State Board of Education and is provided by a person with specific training in providing that instruction, or that is permitted to use modifications in the classroom or accommodations in the administration of assessment instruments on the basis of having dyslexia or a related disorder.

For each student that a school district serves who has been identified as having dyslexia or a related disorder, the district is entitled to an annual allotment equal to the basic allotment multiplied by 0.1 or a greater amount provided by appropriation. School districts are prohibited from using more than 20 percent of the dyslexia allotment to contract with a private provider to provide supplemental academic services recommended in the student's IEP or 504 plan.

Students may not be excused from school to receive these supplemental services. At least 100 percent of the dyslexia allotment must be used in accordance with TEC 48.103.

College, Career and Military Readiness (CCMR) Allotment

For each annual graduate in a cohort described by Subsection (b) who demonstrates college, career, or military readiness as described by Subsection (f) in excess of the minimum number of students determined for the applicable district cohort under Subsection (c), a school district is entitled to an annual outcomes bonus of:

- (1) if the annual graduate is educationally disadvantaged, \$5,000;
- (2) if the annual graduate is not educationally disadvantaged, \$3,000; and
- (3) if the annual graduate is enrolled in a special education program under Subchapter [A](#), Chapter [29](#), \$2,000, regardless of whether the annual graduate is educationally disadvantaged.

(e) A school district is entitled to an outcomes bonus under each subdivision of Subsection (d) for which an annual graduate qualifies.

The Secondary Campus Principal and Counselor(s) shall have oversight responsibility to certify the CCMR program data prior to submission to TEA shall be as noted on the Annual List of Program Coordinators (Exhibit Section).

At least 55 percent of the college, career and military readiness outcomes bonus must be used in accordance with TEC 48.110 in grades 8 through 12 to improve college, career and military readiness outcomes.

The FASRG, Version 17 table with a summary of the program intent codes is provided below for quick reference.

Code No.	Name	Description
Basic Services		
11	Basic Education Services	Costs to provide basic instruction
26	Nondisciplinary Alternative Education Programs (AEP)—Basic Services	Costs for programs to serve students at risk of dropping out
28	Disciplinary Alternative Education Program (DAEP)—DAEP Basic Services	Costs for baseline program for students who are separated from the regular classroom for disciplinary reasons but otherwise similar to PIC 26
Enhanced Services		
21	Gifted and Talented	Costs to assess students and provide instruction
22	Career and Technical	Costs to evaluate and prepare students for gainful employment and to provide advanced technical training, homemaking, apprenticeship, and job training
23	Services to Students with Disabilities (Special Education)	Costs of special education such as homebound, hospital class, speech therapy, resource room, self-contained classroom, residential care, etc.
24	Accelerated Instruction	Costs of supplemental education for students at risk of dropping out of school
25	Bilingual Education and Special Language Programs	Costs to help students transition to the English language for academic instruction
26	Nondisciplinary Alternative Education Programs (AEP)—Supplemental Services	Costs for programs to serve students, such as supervision, parental involvement, security, dyslexia, and accelerated reading instruction
29	Disciplinary Alternative Education Program—DAEP SC Supplemental Costs	Supplemental costs for PIC 28

Code No.	Name	Description
30	Title I, Part A, School-Wide Activities Related to State Compensatory Education and Other Costs on Campuses with 40 Percent or More Educationally Disadvantaged Students ("School-wide Campuses")	For school-wide campuses with at least 40 percent economically disadvantaged students; costs for comprehensive school needs assessments, school-wide reform strategies, other NCLB-allowed items
32	Prekindergarten (pre-K)	Costs to help pre-K students develop skills needed for success in the public school curriculum
33	Prekindergarten (pre-K)–Special Education	For costs incurred to evaluate, place and provide educational and/or other services to pre-K students that require special education services.
34	Prekindergarten (pre-K)–Compensatory Education	For costs incurred to provide compensatory education to pre-K students based on strategies outlined in the district’s campus and/or district improvement plan(s). Compensatory education costs are supplemental costs that are in addition to the basic instruction services that the district is required provide.
35	Prekindergarten (pre-K) – Bilingual Education	Costs incurred to evaluate, place, and provide educational and/or other services for LEP pre-K students to increase proficiency in the English language.
36	Early Education Allotment	This code is used for the costs incurred for programs and services designed to improve student performance in reading and mathematics in prekindergarten through third grade, including programs and services designed to assist a school district in achieving the goals set in the school district’s early childhood literacy and mathematics proficiency plans adopted under the TEC, §11.185 .
37	Dyslexia	This code is used for the costs incurred for each student that a school district serves who has been identified as having dyslexia or a related

Code No.	Name	Description
		disorder under the TEC, §48.103 , and the services are not funded from the dyslexia state allotment. Costs incurred for dyslexia or dyslexia related disorders coded to this PIC will not be included in the calculation for Every Student Succeeds Act (ESSA) maintenance of effort calculation.
38	College, Career, and Military Readiness	This code is used for the costs incurred to improve college, career, and military readiness outcomes as described by the TEC, §48.110(f) . At least 55 percent of the funds allocated must be used in grades eight through 12.
43	Dyslexia – Special Education	This code is used for the costs incurred for each student that it serves who has been identified as having dyslexia or a related disorder under the TEC, §48.103 , and who has an Individualized Education Plan (IEP) that specifically states that dyslexia services are required and the school district uses the state allotment to serve that student. Costs incurred for dyslexia or dyslexia related disorders coded to this PIC will be included in the calculation for ESSA maintenance of effort calculation.
71–89	Reserved for use by Education Service Centers	Costs for bus driver training and driver education provided by ESCs
Other Services		
91	Athletics and Related Activities	Costs for participation in competitive athletic activities and certain support activities not including band
99	Undistributed	Costs not easily identified with other codes used here, such as certain substitute teachers, teacher on-behalf payments, salaries for band, etc.

Note. The FARSG Program Intent Code Include/Exclude Tables provide additional, detailed guidance regarding costs specific to each PIC.

Exhibits:

- Special Education Chad Perry
- Career & Technical Education Toby Castro
- Gifted & Talented Education Robert Seibert
- State Compensatory Education (SCE) Amy Cole
- Bilingual/ESL Education Veronica Martinez
- Dyslexia Anna Gonzalez
- Early Education Veronica Martinez