

A young Black male student is shown in profile, sitting at a desk and looking at a laptop. He is smiling and has his hand resting on his chin. He is wearing a blue and white plaid shirt. The background is a blurred indoor setting with a window showing greenery outside. A white mug is on the desk next to the laptop.

# State Compensatory Education Program – Spring 2023

ACET 2023 Presentation – April 26, 2023



# Agenda

- State Compensatory Education
- Changes made by HB 3 and SCE Allocation
- Changes made by the 87<sup>th</sup> Legislative Session
- Required use of 55% of SCE Allotment
- Supplemental Program
- Student Identification
- Supporting a Title I program
- SCE Funded Positions
- Planning and Programmatic Requirements
- Additional links

# State Compensatory Education



- **State Compensatory Education (SCE) funds**

- Are supplemental state funds required to improve student academic performance through allowable supplemental programs and services provided for the intended population defined in the authorizing statutes, [TEC, §29.081](#) and [TEC, §48.104](#).

- **TEC, §29.081 –**

- Identifies the 15 at-risk criterion
- Requires LEAs to use student performance data from the STAAR tests, to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the district's schools to enable the students to be performing at grade level at the conclusion of the next regular school term.

- **TEC, §48.104 –**

- Defines how SCE funds are determined and calculated
- Indicates who can be served with SCE funding
- Outlines how 55% of allocated funds can and should be expended



# Goal and Purpose



The **goal** of the SCE program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students.

The **purpose** of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.



# HB 3 Impact on SCE

TEC, §48.104



# SCE program as a result of the passage of HB 3:

- **Increased overall allotment:**
  - From 0.20 to a range from 0.225 – 0.275 –
    - Students who are designated as educationally disadvantaged are now eligible to receive supplemental services paid for with compensatory education funds.
    - [To the Administrator Addressed: House Bill 3 \(HB 3\) Implementation: SCE Program \(July 12, 2019\)](#)
- **Established an updated allotment methodology:**
  - accounts for severe economic disadvantage in a student's neighborhood based on the census block in which the student resides and the index category of the census block.
- **Changed spending requirements:**
  - Added childcare services and life skills programs (program for district's teen parents)
  - Requires **55%** of the allotment be spent on the SCE program
  - Streamlined reporting
  - SCE Allotment Advisory Committee

[To the Administrator Addressed: House Bill 3 \(HB 3\) Implementation: Compensatory Ed. Allotment Advisory Committee \(Nov. 7, 2019\)](#)
- **Can serve a Title I program; includes both schoolwide and targeted assistance programs.** Also, the program under Title I, Part D, Subpart 2, of the ESEA (20 U.S.C. §§6451-6456) regarding LEA programs for neglected, delinquent, or at-risk children and youth would constitute an eligible program under TEC, §48.104(k)(2).
- **Does not prohibit the use of SCE funds that were authorized under former TEC, §42.152 - [TEC, §48.104 \(l\)\(2\)](#)**



# SCE current funding methodology:

**HB 3 changes the previous funding methodology:**

**Was:** a single multiplier (0.20 x the basic allotment) for each student eligible for the national free and reduced lunch program

**Now will be:** a tiered multiplier for those free/reduced lunch students based on the tier of the student's home address census block group.

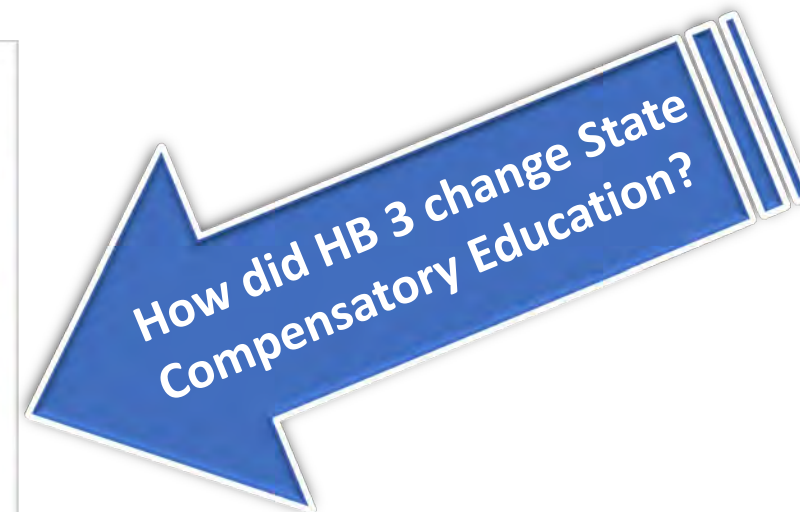
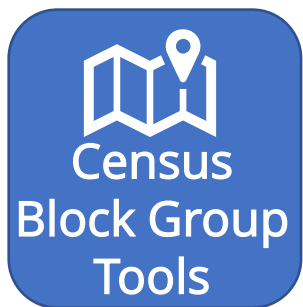


This tier also includes students in a residential placement Facility and homeless students.



# State Compensatory Education Program

July 11<sup>th</sup>, 2019



- ◉ [Presentation on Compensatory Education](#) (PDF)
- ◉ [Census Block Group Tools](#)
- ◉ [Maps for census block groups](#) (External)
- ◉ [Socioeconomic Tiers Report](#) (PDF)
- ◉ [Census Block Tier Mapping for 2023 State Funding](#) (Excel)

This provides an update to the new assigned tiers of the census block group numbers.

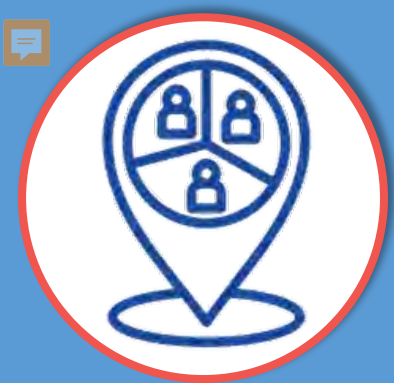
## Technical Assistance

If you have technical issues, please submit a [TIMS ticket](#) or email [TSDSCustomerSupport@tea.texas.gov](mailto:TSDSCustomerSupport@tea.texas.gov).



Updated information on next slide.





# New Information – Census Block Tools

Menu

- 1. Census Block Group Tool Final
  - 1.1. Training Navigation Tips
  - 1.2. Census Block Group Tool (CBGT)
  - 1.3. Census Block Group
    - 1.3.1. Overview
    - 1.3.2. TSDS Version of the Census Block Group Tool
    - 1.3.3. Intent for Moving Census Block Groups
  - 1.4. Census Block Group Tool Instructions
    - 1.4.1. Required TEAL Roles
    - 1.4.2. Procedures – Access the Tool
    - 1.4.3. Demo – How to Access the Tool
    - 1.4.4. Procedures – Download and Upload Data
    - 1.4.5. Demo – Download and Upload Data
    - 1.4.6. Access for Vendors or Other Users
  - 1.5. Manual Single Entry Method
    - 1.5.1. Single Entry Method
    - 1.5.2. Tool's Input Fields & Descriptions
    - 1.5.3. Calculation Output Field
    - 1.5.4. Procedures for the Single Entry Method
    - 1.5.5. Demo – How to Use the Tool
  - 1.6. File Upload Entry Method
  - 1.7. Navigation Bar
  - 1.8. Wrap Up
  - 1.9. E-Learning

CBGT Final

**TEA**

## Demo – How to Access the Census Block Group Tool in TEAL

Tester Wayne (0) wayne.curry@tea.texas.gov Support Help Exit

SEDS LEARNING L. (701603) GO

**tsds** texas student data system

Home eDM Data Loads PEIMS Core Collection Utilities Support

### Welcome

The Texas Student Data System (TSDS) is a data collection and reporting system that improves and standardizes Texas education data collection and management process and equips educators with timely, actionable and historical student data to drive classroom and student success.

TSDS replaces and expands on the existing Public Education Information Management System (PEIMS).

TSDS also includes the Core Collection, which

**GET STARTED**

- Manage Data Loads
- Promote Loaded Data
- View Reports

If you do not see an expected function, you may have selected an organization for which you do not have the necessary permissions. Please select a different organization or visit [TEAL](#) to request new permissions.

II [Progress Bar] [Refresh] [Volume] [PREV] [NEXT]

## Census Block Group Tool Overview

Why is this course important?

This tool provides you with:

1. the knowledge and skills to operate the Texas Student Data System (TSDS) version of the Census Block Group Tool.
2. the ability to obtain the Census Block Group number for each applicable student, which is required to complete your PEIMS Fall Submission.
3. helpful links, including a link for technical assistance.

The logo for the Texas Education Agency (TEA), featuring the letters "TEA" in a bold, white, sans-serif font. A stylized white arrow points upwards and to the right, integrated into the letter "A".

**TEA**

**2021-2022  
87th  
Legislature**

TEC, §48.104



# SCE funds may be used for the costs associated with services provided through a life skills program (program for teen parents). What are the specific services?



## HB 3:

Educational and support services for students who are pregnant or who are parents

- individual counseling, peer counseling, and self-help programs;
- daycare for the students' children on the campus or at a day-care facility in close proximity to the campus;
- transportation for children of students to and from the campus or day-care facility;
- instruction related to knowledge and skills in child development; and
- assistance to students in the program in obtaining available services from government; agencies or community service organizations, including prenatal and postnatal health and nutrition programs



Note: This SCE-funded program is only for student parents and must be separate from the daycare arrangement for the LEA's staff and community members.

## Local Funds

- Custodial supplies
- Basic daycare supplies
  - Diapers, wipes, food
  - Clothing
- Administrative costs, personnel
- Equipment, furniture

These expenditures are not recorded in financial accounting records under PICs 24, 26, 28, 29, and 30.

# Can an LEA spend SCE funds to pay for accelerated instruction that is required under HB 4545?



## HB 4545:

Providing  
Accelerated  
Instruction

Yes. LEAs may use SCE funds described in [TEC, §48.104](#) to fund supplemental direct instructional programs and services listed in HB 4545, such as:

- targeted supplemental instruction,
- extended day and year instruction,
- tutoring, and
- transportation for extended day and year programs.

SCE funds may also be used for professional development designed to provide instructors the knowledge and skills to deliver accelerated instruction. It may also be used for the purchase of supplemental instructional materials for the provision of services for the intended population defined in the authorizing statutes, [TEC, §29.081](#) and [TEC, §48.104](#).



Note: SCE funds may only be used to fund the cost of direct supplemental instructional programs. Administrative duties, functions, and positions can only be funded with local funds, not SCE direct funds.

# What is the “new” at-risk criterion?



## HB 572: Additional At-risk Criterion

HB 572 amended TEC, 29.081 to include the additional at-risk criterion, “**is enrolled** in a school district or open-enrollment charter school, that is designated as a **dropout recovery school** under Section 39.0548.”

Note: Update to at-risk criterion, reflected in TEC, §29.081(d)(O).

- TEC, §48.153. DROPOUT RECOVERY SCHOOL AND RESIDENTIAL PLACEMENT FACILITY ALLOTMENT
- TAA - [https://tea.texas.gov/sites/default/files/Information-for-Districts-and-Charter-Schools-Identified-as-Having-a-High-Dropout-Rate\\_0.pdf](https://tea.texas.gov/sites/default/files/Information-for-Districts-and-Charter-Schools-Identified-as-Having-a-High-Dropout-Rate_0.pdf)



# What address should be used for determining the census block group for a student who is experiencing homelessness?



**HB 1525:**  
Authorizes  
Additional Uses  
of SCE Funds

Districts do not need to report a census block group for a student who is experiencing homelessness.

[TEC, §48.104\(e-1\)](#) entitles districts to the highest possible compensatory education weight of **0.275** for each enrolled student who is experiencing homelessness.



[Census Block Group Tools](#)  
[Training Navigation Tips](#)

# Can the position of an attendance officer be funded with SCE funds?



## HB 1525:

Authorizes  
Additional Uses  
of SCE Funds

Yes, but only if the chief goal of this SCE-funded attendance officer is to assist in reducing the dropout rate by identifying situations which jeopardize student attendance so that appropriate measures can be taken.

### All duties and responsibilities are

- noted in job description;
- supplemental; and
- reflected in the CNA and D/CIPs

Measurable outcomes are tied to this specific position's job duties and responsibilities should be reflected in performance evaluation.



The job description requires sufficient information to describe major responsibilities and essential functions in which decreasing the drop-out rate is the primary duty of this position.

# Can the position of an instructional coach be funded with SCE funds?



## HB 1525:

Authorizes  
Additional Uses  
of SCE Funds

Yes, if employed to raise success in the state assessment at a campus in which educationally disadvantaged students are enrolled. The primary goal is twofold: improved instructional practice and improved student achievement.

### Position:

- supports the teachers by providing evidence-based practices through trainings and modeling, and
- is evaluated in meeting the established educational goals.

### All duties and responsibilities are:

- noted in job description;
- supplemental; and
- reflected in the CNA and D/CIPs



Note: This position is not a supervisory position and does not include administrative duties such as the required annual evaluation of colleagues.

# Can the cost of programs that build skills related to managing emotions, establishing, and maintaining positive relationships, and making responsible decisions be funded with SCE funds?



## HB 1525:

Authorizes  
Additional Uses  
of SCE Funds

Yes, SCE funds may be used to pay expenses related to programs that **build skills related to managing emotions, establishing, and maintaining positive relationships, and making responsible decisions.**

Conduct a needs assessment to assist in the selection of a **proven, evidence-based, student-oriented program**, one that will assist students in:

- managing their own emotions,
- forming, and maintaining healthy relationships,
- making good decisions, and
- coping with everyday social and academic challenges.



The success of this program in meeting the established goals will be reflected in the annual SCE evaluation as referenced in TEC, §29.081(b-3).

# Identification of SCE Funded Positions



**Fairy  
Godmother**  
for At-Risk  
Students

- The LEA may refer to some of the positions with various titles, but all funded positions are supplemental, should be coded in PEIMS correctly, associate back to statute, and meet the intent and purpose of the SCE program.
- When faced with the question of whether certain positions may possibly be funded with SCE dollars, the LEA must keep in mind that purpose of the SCE program is to improve student performance through direct instructional services and to reduce the drop-out rate for the intended population.



As with any SCE-funded position, all duties and responsibilities are reflected in the district and/or campus improvement plan and meet a defined need or set of needs (for serving the identified the intended population) in the comprehensive needs assessment. Measurable outcomes tied to this specific position's job duties and responsibilities should be reflected in the LEA's annual SCE evaluation as referenced in TEC, §29.081(b-3).

**TEA**

**55%  
Use  
of  
Funds**

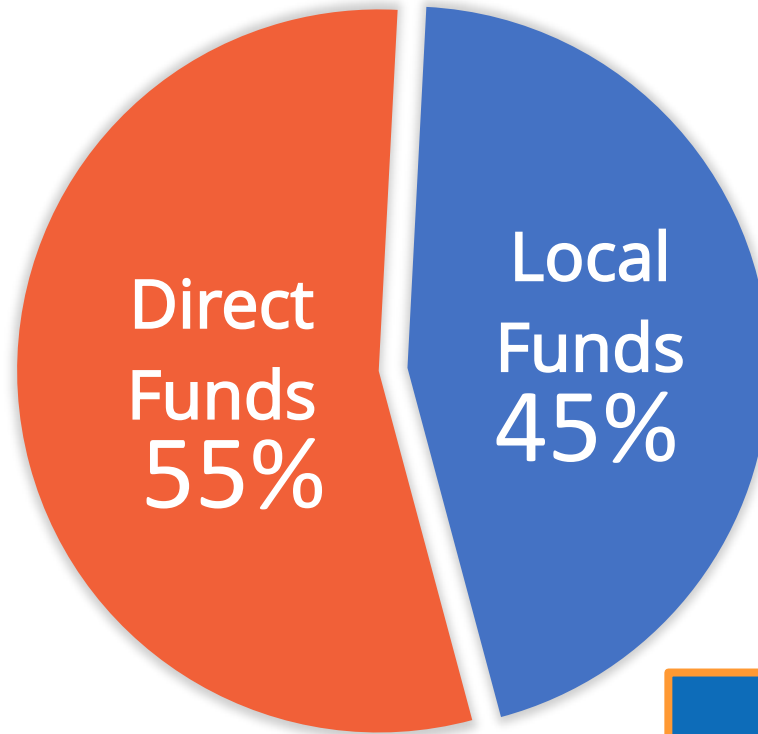
TEC, §48.104





# SCE Allotment – Required use of 55%

55% of the SCE Allotment ... **must** be (spent) used on allowable costs to provide support programs and services that are **supplemental to the regular education** program, essential to closing the education gap between the intended beneficiaries and other students.



This portion of the allocation may fund administration, additional personnel, supervisors, deans, office personnel, general classroom equipment and materials, general travel expenses, stipends, screening services, general supplies, and all other costs that are not directly accountable to the SCE program, i.e., not providing direct or allowable services to SCE eligible students.

These expenditures are not recorded in financial accounting records under PICs 24, 26, 28, 29, and 30.



# SCE Funds are Supplemental

SCE funds **may only supplement** the regular education program, as mandated and specified in [TEC, §29.081](#) and [TEC, §48.104](#).

Purpose – to ensure that SCE funds are:

- expended to benefit the intended population defined in the authorizing statutes rather than being diverted to cover expenses that the LEA would have paid out of other funds in the event the SCE funds were not available.
- provided as “additional resources” to deliver targeted services beyond the basic educational program, which are allowable under SCE statutes.

➡ Please note, funds are used to supplement the programmatic needs of identified SCE students, not the LEA’s budget, e.g., staffing ratio.



Needs must be **well-planned and identified prior** to providing the specified supplemental services.




## SUPPLEMENTING TEST

- Is the position, service, or activity required by district, state and/or local policy?
- Would the position, service, or activity still take place without SCE funds?
- Is the position, service, or activity an allowable supplemental SCE expense?

If the answer to either of these questions is YES, then there is a risk of supplanting – therefore, the use of SCE funds is not advisable.

# SCE is a State Mandated Program

 SCE funds may only supplement the regular education program, as mandated and specified in [TEC, §29.081](#) and [TEC, §48.104](#). Ensure that the supplemental activity is allowable under SCE statutes.

## What does “**basic program**” mean?

All students have the right to receive an education paid for with unrestricted funds. This includes a teacher, textbooks, and instructional materials.

## What does “**supplement the basic program**” mean?

- ➔ SCE funds are to be used to support and supplement the basic instructional program for the intended population defined in the authorizing statutes, [TEC, §29.081](#) and [TEC, §48.104](#).
- ➔ SCE funds cannot be used to pay for services and materials that students must have as a part of their basic educational program.

Regular or  
Basic Program



Your basic program would represent the plain cake; **every student is entitled to a regular education**, in this case, an equal sized piece of cake.

Supplemental  
Program



The frosting represents **additional support** for the student.

Supplemental  
Program Plus



The candles represent **even further additional support** for the student.

# SCE Expenditures

I would like to use SCE funds to buy...



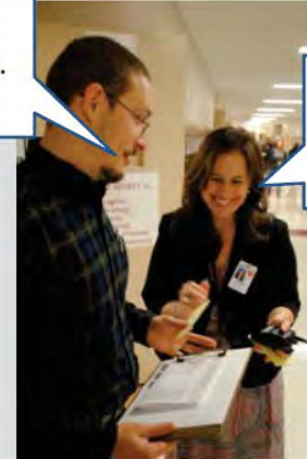
- ☐ Is it reasonable and necessary to carry out the intent and purpose of the SCE program?
- ☐ What need in our CNA does this address?
- ☐ From the CIP, can you describe the program, activity, or strategy addressed by this expenditure?
- ☐ How will this be used to ensure at-risk students and students from low-income families have opportunities to meet challenging state assessments?
- ☐ How is this expenditure supplemental to the basic instructional program?
- ☐ How will the expenditure be evaluated to measure a positive impact on student achievement and help close the academic gap?



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# SCE Expenditures

Ok, forget it.



Have a great day!



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TEC, \$48.104   TEC, \$29.081



Slide Courtesy of Region I ESC  
Information modified to meet the intent and purpose of the SCE Program.

# First thing, adopt a budget to support additional accelerated instruction for EOC:



A district may not budget funds received under TEC, §48.104 for any other purpose until the district adopts a budget to support additional accelerated instruction.


Review performance data (or any available data in our current situation) to design an accelerated program

- ✓ to students who failed to perform satisfactorily on an EOC; and
- ✓ without cost to the student.


Separately budget sufficient funds to provide required accelerated instruction to students who failed to perform satisfactorily on the EOC.



# Evaluation and Public Hearing



A district shall evaluate the effectiveness of accelerated instruction programs under Subsection (b-3) and annually hold a public hearing to consider the results.



A public hearing is a type of open meeting at which the public must be permitted to respond to or testify in response to the topic of the hearing. If a district wishes to hold a public hearing outside of a formal board hearing, it may do so if the meeting meets the basic requirements of a public hearing listed above.

Evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments or disparity in the rates of high school completion between the intended beneficiaries and all other district students.

Have the most effective interventions been determined? Which proved most effective? What were the success rates?

Focusing effective educational interventions on the neediest students provides a way forward that is consistent with program and fiscal realities.



# LEAs with an enrollment of less than 500 students

The comprehensive needs assessment for small enrollment LEAs may often establish class size reduction as a primary strategy for SCE program and reflect this strategy in the campus improvement plans (for school districts) or the campus instructional plans (for charter schools). Often, class sizes for all grade levels are notably smaller than an average of 22 students per teacher for regular education. This characteristic is the result of maintaining separate classrooms for all grade levels for academic programs (not including physical education). If an LEA had fewer than 500 students enrolled during the entire school year, then the fiscal transactions for regular education (for regular education campus settings) may be allocated between Program Intent Codes 11 and 24, based upon the percentage of students at risk of dropping out of school on each campus to the total enrollment for each campus.

A calculation of supplemental FTEs or fiscal resources in reference to a documented standard for regular education is not required in all LEAs covered by this special provision. Supplemental FTEs and fiscal resource amounts attributed to use of the SCE allotment will be disclosed in the district improvement plan or corresponding campus improvement plan consistent with the methodology described above for allocating costs between Program Intent Codes 11 and 24.





# LEAs with an enrollment of less than 500 students

- Analyze and determine the need
- Calculate percentage and document
- Prepare and implement program
- Evaluate periodically and document results

**Example:** A small enrollment LEA stated in its district and campus improvement plans, that **small class size is the primary strategy** for SCE. On one campus, the school district classified **25 percent of the students as risk**. Using State criteria and board approved local criteria. Regular education program costs under Function Code 11, Instruction, for the campus were **\$1,000,000**.

Costs allocated to **Program Intent Code, 11 were \$750,000**, and costs allocated to **Program Intent Code 24, were \$250,000**, in **proportion to the percentage of students at risk of dropping out of school**.



Maintain supporting documentation.



# Sample Questions discussed in the SCE FAQ – Use of SCE Funds

**Q.** Can SCE funds be used to fund DAEPs in a school district or in a cooperative arrangement?

**A. Yes.** SCE funds may be used to fund a DAEP established under the TEC, §37.008.

PIC 28 would cover the cost of the regular education program (**base-line instruction**), meaning required personnel (teachers) providing direct instruction and services to students, while PIC 29 would cover “**supplemental**” costs such as supplemental instructional aides or the cost of additional supplies and materials for supplemental instructional activities. These costs must be described in the district or campus improvement plan.

➔ **TEC, §37.008 (g) states**, “A school district shall allocate to a disciplinary alternative education program the same expenditure per student attending the disciplinary alternative education program, including federal, state, and local funds, that would be allocated to the student's school if the student were attending the student's regularly assigned education program, including a special education program.”



**Note:** SCE funds may only be used to fund the cost of direct supplemental instructional programs. All administrative duties, functions, and positions can only be funded with local funds not SCE direct funds.



# Additional Questions discussed in the SCE FAQ – Use of SCE Funds

Can SCE funds be used to

- purchase incentives?
- certify, recruit or retain teachers?
- fund a crime prevention program or fund (truant) a safety resource officer?
- cover the cost of conducting the SCE program and SCE student evaluation?
- identify 504 students, fund the 504 program, fund homebound teachers?
- fund DAEPs in a school district or in a cooperative arrangement?
- fund an in-school suspension (ISS) program?
- fund a mentoring program for at-risk students?
- hire staff to meet staffing ratio?
- reduce class size?
- fund the cost of dual enrollment or dual credit courses for which students receive both high school and college credit?
- help prepare students for the TSI\* assessment or college admission preparation courses?
- fund the cost of a Junior Reserve Officer Training Corps (JROTC) program?
- fund the cost of the GED program and testing, college testing preparation, or the cost of AP or SAT exams?



Answers are based on the required use of the 55% portion of the SCE allotment.



# Student Eligibility

The most current version of the law now uses “letters” to identify the at-risk criteria.

[EDUCATION CODE CHAPTER 29.](#)  
[EDUCATIONAL PROGRAMS \(texas.gov\)](#)

If PEIMS or TSDS is using numbers for reporting purposes, please follow their guidelines.

**TEC §29.081**





# For purposes of this section, “student at risk of dropping out of school” includes each student who is under 26 years of age and who:

- A. except as provided by [TEC, §29.081\(h\)](#) or if retained for prekindergarten under [TEC, §28.02124](#), was not advanced from one grade level to the next for one or more school years;
- B. 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;
- C. did not perform satisfactorily on an assessment instrument administered to the student under [Subchapter B, Chapter 39](#) (Public School System Accountability), 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;
- D. 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; *(current school year only)*




For purposes of this section, “student at risk of dropping out of school” includes each student who is under 26 years of age and who:

- E. is pregnant or is a parent;
- F. has been placed in an alternative education program in accordance with Section [37.006 \(Removal for Certain Conduct\)](#) during the preceding or current school year; *note specific reasons*
- G. has been expelled in accordance with Section [37.007 \(Expulsion for Serious Offenses\)](#) during the preceding or current school year; *note specific reasons*
- H. is currently on parole, probation, deferred prosecution, or other conditional release; *(current school year only)*
- I. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;



For purposes of this section, “student at risk of dropping out of school” includes each student who is under 26 years of age and who:

- J. is an emergent bilingual student, as defined by Section [29.052 \(Definitions\)](#); *(currently identified)*
- K. 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; *(currently year only)* **Best Practice: Does your LEA have a process for referring a student to DFPS?**
- L. is homeless, *(current school year only –verify information with your Homeless Liaison)*
- M. 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 *(currently year only)*



# For purposes of this section, “student at risk of dropping out of school” includes each student who is under 26 years of age and who:

N. 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 \(Definitions\)](#), Penal Code.

How are the terms “penal institution” and “incarcerated” interpreted in the definition of “at risk”?

➡ Penal Code, [§1.07\(a\)\(37\)](#), defines “penal institution” as “a place designated by law for confinement of persons arrested for, charged with, or convicted of an offense.” TEA considers the term “incarcerated” in the [TEC, §29.081](#), to mean conviction for a criminal offense and consequent sentencing and confinement to jail or prison. The juvenile equivalent is adjudication and consequent placement in a juvenile detention facility.

What are TEA’s general guidelines for documenting a student at risk due to incarceration (criteria N)?

- **Timeline for identification**. This begins as soon as the appropriate school staff is informed of a student’s incarceration or that a student’s parent or guardian has been incarcerated in a penal institution in the student’s lifetime.
- **Start date**. This is the date of disclosure to campus staff.
- **End date**. The student **remains identified “at-risk”** for the remainder of his/her public-school education.
- **NOTE:** Districts may legally request this information. Documentation must be maintained and may include a memo to file.
  - ▶ *Memo-to-file* details the sensitive information you gathered to maintain for documentary purposes.
  - ▶ **Conviction** - having been declared guilty of a criminal offense by the verdict of a jury or the decision of a judge.

For purposes of this section, “student at risk of dropping out of school” includes each student who is under 26 years of age and who:

- O. is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is **designated as a dropout recovery school** under [TEC, §39.0548](#);

### What is a drop-out recovery school?

Dropout recovery schools (DRS) provide education services targeted to dropout prevention and recovery of students in grades 9–12, with enrollment consisting of **at least 60 percent of the students 16 years of age or older as of September 1**, of the current school year, **as reported for the fall semester TSDS PEIMS submission**. These schools must serve students at risk of dropping out of school as defined in TEC §29.081(d) and provide accelerated instructional services to these students.

 **Current Link**  
to [2022 Final AEA Campus List \(texas.gov\)](#)

[2022 Accountability Manual](#), refer to chapter 7

For evaluation purposes: [TEC, §39.0548 \(a\)\(1\)\(A-B\) and \(2\)](#)

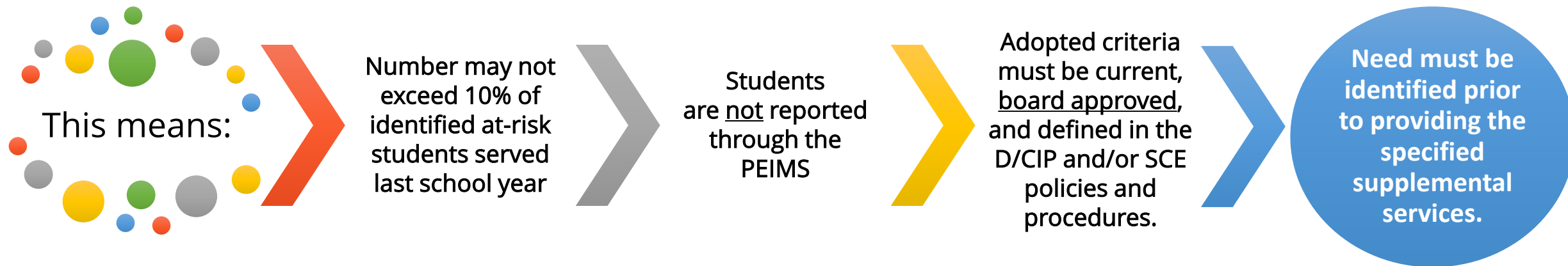
**2022 Final AEA Campus List**  
April 22, 2022

The following alternative education campuses (AECs) have 2021–22 PEIMS fall enrollment data that meet the 75% at-risk and 90% grades 6–12 enrollment criteria. These AECs are registered for 2022 Alternative Education Accountability (AEA).

School District Name	Campus Name	Campus Number	AEA Campus Type
PORTER ISD	THE ACADEMY OF VIOLA DEWALT H S	101916002	DROPOUT RECOVERY SCHOOL
LAKE GRANBURY ACADEMY CHARTER SCHOOL	LAKE GRANBURY ACADEMY	111801001	RESIDENTIAL FACILITY
MAR CISD	JUVENILE DETENT CTR	079901133	RESIDENTIAL FACILITY
ANDER ISD	NEW HOPE H S	246913011	DROPOUT RECOVERY SCHOOL
ANDER ISD	STEP - CORE	246913015	RESIDENTIAL FACILITY
WISVILLE ISD	LEARNING CTR	061902005	DROPOUT RECOVERY SCHOOL
LIVINGSTON ISD	LIVINGSTON H S ACADEMY	187907004	DROPOUT RECOVERY SCHOOL
LOCKHART ISD	LOCKHART PRIDE H S	028902038	DROPOUT RECOVERY SCHOOL

# Local Criteria

TEC, Section 29.081(g) states the following, “In addition to students described by Subsection (d), a student who satisfies local eligibility criteria adopted by the board of trustees of a school district may receive instructional services under this section. **The number of students receiving services under this subsection during a school year may not exceed 10 percent of the number of students described by Subsection (d) who received services from the district during the preceding school year.**”



Maintain documentary evidence, e.g., board minutes.

# Local Criteria – Sample Form



## The adopted eligibility criteria

- meet a defined need or set of needs identified in the comprehensive needs assessment (CNA).
- are defined in the current district/campus improvement plan(s).

☐ Local criteria approved on (date) \_\_\_\_\_.

☐ Local criteria added to a listing of children identified under [TEC, Section 29.081](#).

The number of students receiving services during a school year may not exceed 10 percent of the number of students who met the State criteria under TEC, §29.081, who received services from the LEA during the preceding school year.

☐ Current supporting documentation regarding the locally identified at-risk students, documentation indicating compliance with the 10% cap addressed in the district/charter improvement plan.

Criteria as listed in D/CIP(s) - \_\_\_\_\_

- Number of at-risk students served in SY 2021-2022 \_\_\_\_\_
- 10% = \_\_\_\_\_
- What is the timeline for implementation? \_\_\_\_\_
- How often will the academic success of the locally identified students be evaluated for effectiveness? \_\_\_\_\_

adopted by the board of trustees

**TEC §29.081(g)**



Expenditures, for this allowance, can only occur after board approval.

# To achieve the goals and objectives, the program requires adherence with the following practices:

*Early and accurate identification can set at-risk students on a path for success.*



## Identify

Routinely identify students;

## Provide

Provide appropriate academic and other support services as soon as necessary;

## Record

Record student at-risk status in PEIMS; and

## Maintain

Maintain supporting documentation.

Processes for the above duties may be addressed and documented in the LEA's SCE administrative policies & procedures.



# Sample Questions discussed in the SCE FAQ – at-risk identification

- What are the state eligibility criteria for identifying students at risk of dropping out of school as listed in TEC, §29.081(d)?
- Are students identified as Title I, dyslexic, homebound, or enrolled in the free or reduced-price lunch program also reported to PEIMS as at risk based on state criteria?
- How is it determined if a student with disabilities is also classified as an at-risk student?
- Are students in a pre-K program automatically considered to be at risk of dropping out of school?
- Are students who are placed in a disciplinary alternative education program (DAEP) classified as at risk of dropping out of school?
- Is a student considered to be at risk of dropping out of school if the student was placed in the next grade but was not promoted to the next grade based upon academic performance?
- If the student has successfully exited the bilingual program and is now being monitored by the campus, is the student still considered an at-risk student?
- Are 504 students identified as at-risk students?
- Are students in foster care identified as at-risk students?

# TEA

## Supporting a Title I Program



TEC, §48.104(k)(2)





# Additional Information – Using SCE funds to support a Title I program

**Must the intent and purpose of the SCE program be met when SCE funds are used to support a Title I program?**

- Yes, SCE is a state mandated program.

**When SCE funds are used to support a Title I program, funds must:**

- be part of the campus budget,
- be tracked back to the SCE fund code,
- follow all generally accepted accounting principles, and
- be used to support a supplemental programs implemented to ensure that students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards at any Title I funded campus, including Title I targeted assistance campuses
  - SCE funds do not become additional Title I dollars

**SCE funds used to support the Title I educational program must also:**

- meet guidelines required by the ESSA, e.g., all SCE funded paraprofessionals serving on a Title I campus must also meet required Title I guidelines
- be used to incorporate instructional strategies that evidence-based research has shown are effective with teaching low achieving students.



Simply including an activity, need, service, expense, or position in the Title I schoolwide comprehensive needs assessment or campus improvement plan, does not necessarily make it an allowable use of SCE funds. SCE funds are supplemental and must be used as specified in statute.

# When serving a Title I Program, with SCE funds,

all SCE expenditures must be SCE allowable, supplemental and directly related to closing the education gap.



Provision of supplemental funding to state and local educational agencies

- used to improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state assessments.

**ESSA** Every Student Succeeds Act

- Provides supplemental financial assistance to LEAs with high percentages of poor children to support the academic achievement of disadvantaged students.
- Resources are used to improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state assessments.
- Priority – serve failing & or most at risk of failing.

Title I Schoolwide



- Uses Title I funds to provide services to a select group of children--those identified as failing, or most at risk of failing, to meet the State's challenging content and student performance standards.

Title I  
Targeted  
Assistance



The background of the slide features a warm, slightly blurred photograph of three people standing around a light-colored table. They appear to be in a collaborative work environment, looking at and pointing to various documents and charts spread across the table. One person on the right is wearing a white button-down shirt and a brown leather watch. The overall lighting is soft and natural, suggesting an indoor setting with large windows.

**TEA**

SCE  
Funded  
Payroll  
Costs



# Payroll Costs Attributed to SCE:

- ➔ must be shown at the summary level (total number of FTEs) in plans;
- ➔ have payroll documentation, such as class schedules (including the number of students and number of minutes), job descriptions, or time and effort\* to support charges; and
- ➔ maintain supporting documentation to substantiate the cost of all SCE-funded FTEs, supplemental contracts, and extra duty pay.

\*Note: The federal time-and-effort reporting requirement applies only to employees who are funded in part with federal funds.



# Job descriptions attributed to SCE must:

- ➔ summarize the essential responsibilities, activities, qualifications and skills for a role.
- ➔ maintain an accurate, up-to-date job description for those employees.

The job description must meet the following requirements:

- Sufficient information to describe major responsibilities and essential functions as they exist today – list of current duties and responsibilities
- List of all program or cost objectives under which the employee works
- Periodical updates when duties or responsibilities change
- Dated signature of both employee and employee's supervisor  
(Follow district procedures and signature may be in electronic format.)



# Funding substitutes:

## What are the guidelines when using SCE funds to cover the cost of substitutes?

Substitute pay is an allowable activity that may be funded with SCE funds. Substitute costs should be supplemental, reasonable, and necessary and meet the intent and purpose for the SCE program and program allowable professional development. Substitute costs must be necessary, meet your campus project objectives and identified in the campus improvement plans.

Substitute pay should not exceed the amount determined by local district policy. Pay for substitute teachers is allowable in the following activities:

- Replacing SCE grant-funded staff in the classroom who are absent
- Allowing staff, e.g., teachers, to participate in SCE grant-funded professional development activities

Note: SCE funds are supplemental and professional development activities and substitute costs must be addressed in the campus improvement plan (CIP).



# Can SCE funds be used to fund “other” duties, such as lunch duty, hall duty, or bus duty assigned to paraprofessionals (supplemental educational aides)?

- ➔ **No.** The use of SCE funds for this type of service is not consistent with the intent and purpose of the SCE program.
- ➔ Care must be taken to ensure that school social workers do not perform administrative duties in the school building and **school social workers funded with 100 percent SCE funds may NOT perform functions that are not allowed with the direct cost allocation for the SCE program.**

\*Note: The federal time-and-effort reporting requirement applies only to employees who are funded in part with federal funds.



# Can SCE funds be used to pay the salary for a school social worker?

- ➔ **Yes.** SCE funds may be used to pay the salary for a school social worker. In accordance with [TEC, §29.081](#), SCE funds may be used for costs of a school social worker to assist a school in meeting the goals and objectives outlined in TEC, §48.104.
- ➔ maintain supporting documentation to substantiate the cost of all SCE-funded FTEs, supplemental contracts, and extra duty pay.

\*Note: The federal time-and-effort reporting requirement applies only to employees who are funded in part with federal funds.



# When supporting a Title I program, should SCE funded staff (hired to assist in meeting student's educational goals) follow the same Title I requirements?

- ➔ **Yes.** If the Title I program requires that paraprofessionals meet specific guidelines for employment, SCE funded paraprofessionals, performing the same duties, must also meet the Title I requirements. <https://tea.texas.gov/sites/default/files/T1AParaOnePager.pdf>  
[Requirements for Highly Qualified Paraprofessionals](#)
- ➔ **maintain supporting documentation** **to substantiate the cost** of **all SCE-funded FTEs, supplemental contracts, and extra duty pay.**

\*Note: The federal time-and-effort reporting requirement applies only to employees who are funded in part with federal funds.



# Sample Questions discussed in the SCE FAQ – Carryover Amounts

**Q. What happens if the required 55% is not completely spent by the end of the fiscal year?**

At least 55% of the SCE allotment is to be spent on direct costs each year.

- If a disproportionate amount of the allotment is received at the end of the year, carry over amounts may result if expenditures are less than 55 percent of the SCE allotment for the school year. In this instance, carry over amounts are to be budgeted in the first or second subsequent fiscal year.
- In calculating the carry over amount, the portion would be how much the LEA was short in meeting the 55% requirement, based on comparing the actual expenditures to the state allotment reflected on the LEA's near final summary of finances (SOF).



# Updated Information-

## TEA Special Allotment Monitoring Program



We will be sending out letters late spring regarding the LEAs not meeting the spending requirements for fiscal years 20, 21, and 22.



ESSER 1, 2, and 3 – are included in our analysis to determine spending requirements.



It's only a notification letter and requires no LEA response.



The additional amount needed to meet the spending requirement expected to be included in the 2024 SY.





# Required Planning

TEC, §29.081, requires LEAs to create a SCE program and to develop plans for providing accelerated or intensive instruction to at-risk students based on student performance data.

TEC, §§11.251–11.253

TEC, §29.081(a-c)





# Comprehensive Needs Assessment:

## First part of Planning



Before expending SCE funds, LEAS must utilize a CNA to identify areas of strength and **weakness** in the specified student population, and then take steps to implement reform strategies to improve access to quality instruction and to support students in achieving proficiency.

- process is the prework to the district and campus improvement plans and decisions regarding use of funds.
- data helps schools monitor and assess the impact of programs
- identifies strengths and weaknesses and
- specifies priorities for addressing student achievement and meeting challenging academic and performance standards.

*Do you have documented evidence of planning prior to expending SCE funds?*

"... ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students."

TEC, §11.251

Planning the use of SCE funds is required.

**Verify that SCE funds:**

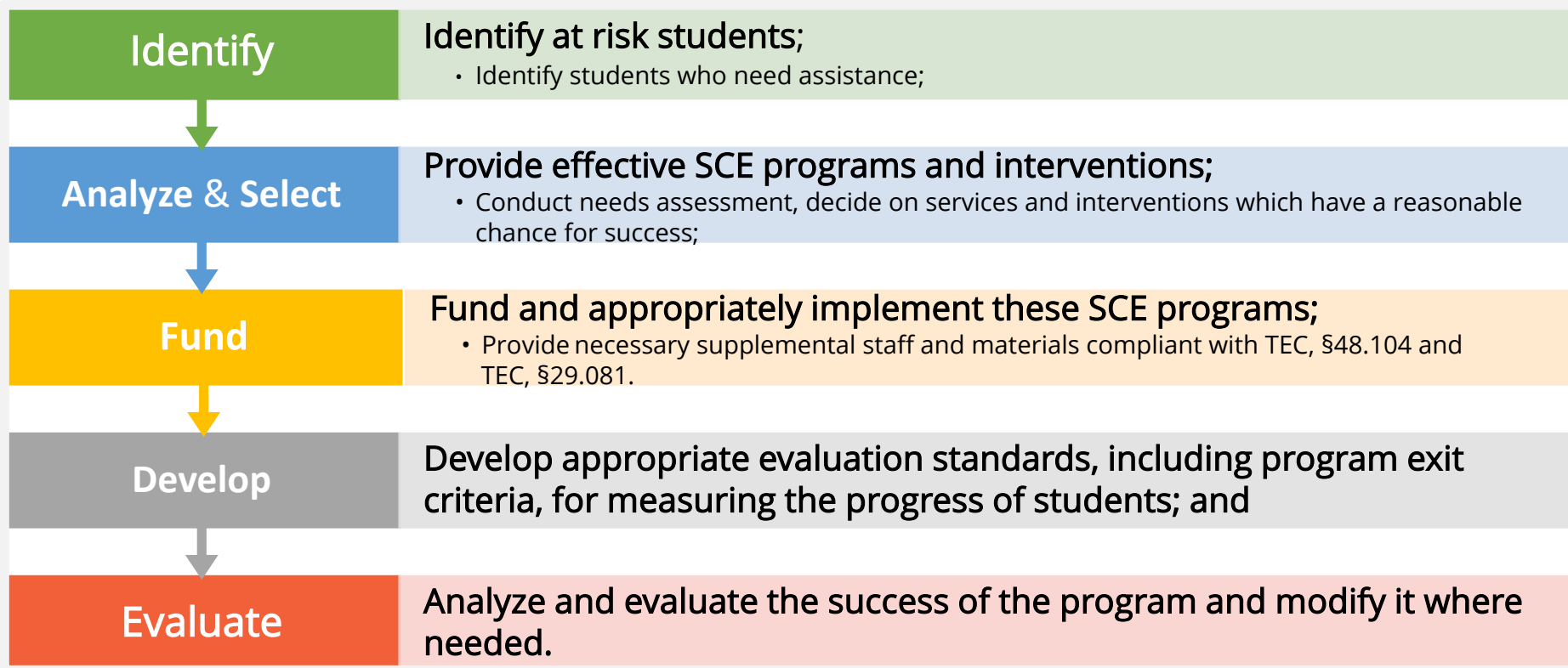
- ☑ are used for intended and allowable purposes,
- ☑ are in accordance with laws and regulations, and
- ☑ will lead to planned results.

TEC, §§11.251–11.253

# Plan before you spend.



# Is data used to make informed choices related to learning gaps and funding effective services?



Establish procedures to identify at risk students, provide effective SCE programs, fund and appropriately implement beneficial SCE programs, use proficiency standards that include exit criteria, and evaluate SCE programs to determine changes where deficiencies are discovered.

Consider redirecting SCE resources when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.



TEC, §§11.251–11.253



# Document the use and implementation of SCE funds

Maintain information regarding the planning, use, implementation and evaluation, of SCE funds, in the required D/CIPs and in the LEA's SCE policies and procedures.

- The plans are one of the primary records supporting expenditures attributed to the SCE program. Maintain documentation ensuring all planning occurred prior to spending.
- Required elements of the **SCE Policies and Procedures** may be included in the district or campus plans. [New Required Schedule J-4](#)
- Electronic posting of required documents is not required; however, this information should be made readily available upon request.
  - ⇒ A summarized list of required information is noted on the next slide.





# Electronic Submission of Plans

Module 6: State Compensatory Education, Guidelines, Financial Treatment, and an Auditing and Reporting System, Section 6.2.3.





Refer to [Electronic Report Submission Standards \(PDF, 1057KB\)](#).

## Texas Education Agency Financial Compliance Division

### ELECTRONIC REPORT SUBMISSION STANDARDS

Revised May 2020

Version 12.5

#### Electronic Report Submission Standards

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#### District personnel with TEAL Audit application access can:

1. View a listing of submitted files with submission dates and times
2. View status of data feed, and
3. Immediately open submitted PDFs and data feed files.



**Note:** TEA approval of a submitted PDF does not certify that submitted documents include various report requirements, but only that documents were received for public viewing.



# Who, What, When, and How?

<https://tea.texas.gov/finance-and-grants/financial-compliance/state-compensatory-education>

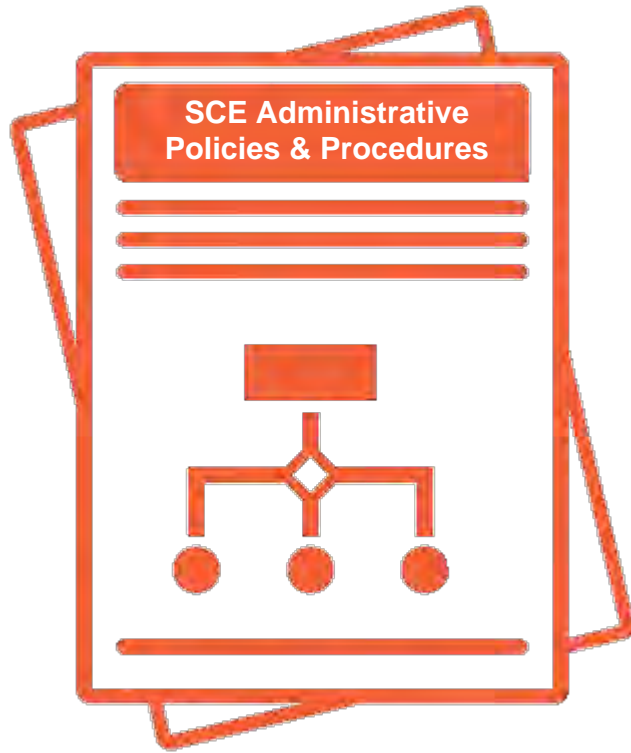
Who?	All school districts and open-enrollment charter schools, whose SCE allotment is <b>\$750,000</b> or more for the previous fiscal year.
DIP	<del>SY 2020-2021</del> <b>NEW</b> ... <u>unless your DIP includes important and/or significant SCE information</u>
CIP (2020-2021)	<p>A <u>minimum of two plans</u> for the campuses that had the <u>highest percentage of students at risk</u> of dropping out of school. Of the two CIPs that must be submitted:</p> <ul style="list-style-type: none"> <li>At least one must be for the <b>non-Title I campus</b>, if any, that had the highest percentage of students at risk of dropping out of school during the school year.</li> <li>One plan for each <b>campus that received a low-performance rating</b> (an F-Unacceptable Performance rating) in the Texas Accountability Rating System for the previous school year (2019-2020).</li> </ul>
Evaluation (2021-2022)	<p><b>Local evaluation of SCE strategies, activities, and programs is required</b> for a school district or an open-enrollment charter school that:</p> <ul style="list-style-type: none"> <li>had any <b>F -Unacceptable Performance</b> campuses based on state academic accountability ratings; or</li> <li>reported <b>more than 59 percent at-risk</b> students during the previous school year (2020-2021)</li> </ul>
Due Date	on or before the date that falls <b>150 days</b> after the final PEIMS midyear collection resubmission date. The 150th day typically falls mid-to late-July. <b>July 10, 2023</b>
Format	<ul style="list-style-type: none"> <li>Submitted electronically in Adobe Acrobat® pdf file <b>through a TEA Login Environment (TEAL) AUDIT account</b>. Access to the TEAL system's AUDIT application is required to upload plans.</li> <li><b>File naming and submission instructions</b> - in the Electronic Reports Submission Standards document located on the Division of Financial Compliance web page on the TEA website.</li> <li>For <b>technical assistance</b>, contact TEA's Financial Compliance Division at <a href="mailto:audits@tea.state.tx.us">audits@tea.state.tx.us</a>.</li> </ul>



# Additional Information – Plan Submission

- You will receive a receipt upon submission, this means that something was received. It does not mean that the submitted materials can be opened for viewing or that the documents were correctly submitted.
- Submission of a local **evaluation** of SCE strategies, activities, and programs **is required** for a school district or an open-enrollment charter school that:
  - a. had any F - Unacceptable Performance campuses based on state academic accountability ratings; or
  - b. reported more than 59 percent at-risk students during the previous school year
- Under local submission of evaluation, is an evaluation required from a district that reported more than 59% at-risk students during the previous (2020-2021) school year? **Yes.**
- **Submit SY 2021-2022 plans by July 10, 2023.**

# LEA Documentation – SCE Administrative Policies and Procedures



## Compensatory, Intensive, and Accelerated Instruction

TEC 11.253(a) states that each LEA **must** maintain **current policies and procedures** to:

- ensure that **effective planning** and site-based decision-making occur **at each campus and**
- direct and support the **improvement of performance for all students.**

Specific requirements must be addressed.

- ☑ For accountability and the purpose of transparency, **ensure** this information is **currently maintained.**
- ☑ Many districts include this information on their **district webpage**, or in their **district/campus plan**, or include with their **local fiscal policies and procedures.**

## Review the updated TEC, §48.081.

Ensure your LEA policies address how your SCE funds are used meet any of the allowances listed in statute.

Include documentation detailing how SCE funds are used to supplement any of the instructional strategies, such as :

- those noted in HB 4545
- teen parent services
- mentoring program
- reading academies
- evaluation services
- professional development
- PK services

*List is not all inclusive*



Remember, SCE administrative policies and procedures allow the LEA to commit to writing, their values and mission in raising student educational standards for the intended population defined in the authorizing statutes, TEC, §29.081 and TEC, §48.104.



Suggestion- maintain each section electronically



# School districts and open-enrollment charter schools are required to have local policies and procedures related to:

1. Identifying and documenting students who are at risk of dropping out of school

2. Identifying and documenting locally classified at risk students in compliance with 10% cap

3-4. How students are entered and exited into the SCE program

5. Methodologies - calculation of 110% satisfactory performance on all assessment instruments

6. Methodology used to evaluate and document the effectiveness of the SCE program

7. Frequency and use of the completed evaluation of the SCE program and data related to the effectiveness of the SCE program

8. Annual public hearing - the evaluation results and effectiveness of the SCE program

9. Cost of the regular education program in relation to budget allocations for compensatory, intensive, and or accelerated instruction, and or alternative education per student and or instructional staff per student ratio. *Maintain supporting justifiable documentation for each funded position and service.*



# Condensed Requirements for the Compensatory Education

Required Schedule J-4



## SCE Administrative Policies & Procedures

- ☐ ID At-Risk (State Criteria)
- ☐ ID At-Risk (Local Criteria)
- ☐ Entry Process
- ☐ Exit Processes
- ☐ 110% Methodology
- ☐ Strategic programs & services
- ☐ Overall Program Evaluation – Formative & Summative Evaluation
- ☐ Annual Evaluation
- ☐ Cost of regular program in relation to per pupil or instructional staff per pupil ratio – **Auditable justification of SCE funded expenditures**

Module 6, 6.2.2.3


<input type="checkbox"/> <b>Program Description:</b> Included in both DIP/CIP	<input type="checkbox"/> <b>Funds:</b> Total amount of SCE allocated for resources /staff
<input type="checkbox"/> <b>Board Approval:</b> Annually to ensure SCE goals are mutually supportive	<input type="checkbox"/> <b>Amounts:</b> Approximate dollar amounts for activities and strategies
<input type="checkbox"/> <b>Comprehensive Needs Assessment (CNA):</b> provides identified strengths, weaknesses and specifies priorities for developing and revising plans which <u>address student achievement outcomes through challenging academic standards and performance expectations to determine appropriate allocations and expenditures of funds</u>	<input type="checkbox"/> <b>FTEs:</b> Listed supplemental FTEs for personnel (district and campus) where appropriate
<p><b>Strategies:</b> Specific strategies aligned the CNA</p> <p><b>Each CIP should:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify how the campus goals will be met for each student;</li> <li><input type="checkbox"/> identify staff needed to implement the plan; and</li> <li><input type="checkbox"/> set timelines for reaching the goal.</li> </ul>	<input type="checkbox"/> <b>Measurable Objectives:</b> Identify performance objectives for academic improvement
<input type="checkbox"/> <b>Local Criteria:</b> State local at-risk criteria in DIP, <u>if applicable; this may appear in the policies &amp; procedures</u>	<input type="checkbox"/> <b>Monitoring Guidelines:</b> Specific schedule for data collection <input type="checkbox"/> Formative & Summative evaluation

Do your campus plans include this information?

# So, when asked whether a certain position, program, item, or activity may possibly be funded with SCE funds, ask and consider the following:

- Have the most effective interventions been determined?
- Will it support the SCE strategies identified in the campus improvement plan?
- Will it further the goals of the SCE program?
- Will a reasonable number of students benefit from this request?
- Does it have a clearly demonstrative and legitimate purpose?
- Can it be evaluated to measure a positive impact on student achievement?
- Is the cost reasonable and necessary?

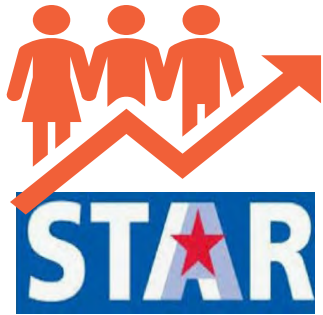
The more removed services are from the student, the more the resources are diluted and the more difficult it becomes for the school district to defend the use of the grant funds and justify the effectiveness of the program in improving student performance.



Focusing on effective educational interventions, on the neediest students, provides a way forward that is consistent with program and fiscal realities.



# State Compensatory Education



Improved academic success.  
Close the achievement gap.



Improved graduation rate.  
Reduce the dropout rate.

Delivery of effective supplemental programs and services.

# Links to Additional SCE Guidance

## State Compensatory Education



[Texas Education Code, Section 29.081](#)  
[Texas Education Code, Section 48.104](#)



Financial Accountability System Resource Guide, Update 18 Module 6  
<https://tea.texas.gov/sites/default/files/fasrgv18-module6.pdf>



[State Compensatory Education Frequently Asked Questions](#)



[Webpage - State Compensatory Education](#)

*Includes information regarding the submission of campus plans.*



[Alternative SCE Allotment Reporting Procedures](#)  
→ *Sample Letters & Forms and Instructions*

# Links to State Funding Guidance

## State Funding

### Contact State Funding

*with any questions concerning your state allotment, census information, summary of finances, or for questions for the Forecasting & Fiscal Analysis Division.*



[State Funding Division](#)



[sfinance@tea.texas.gov](mailto:sfinance@tea.texas.gov)



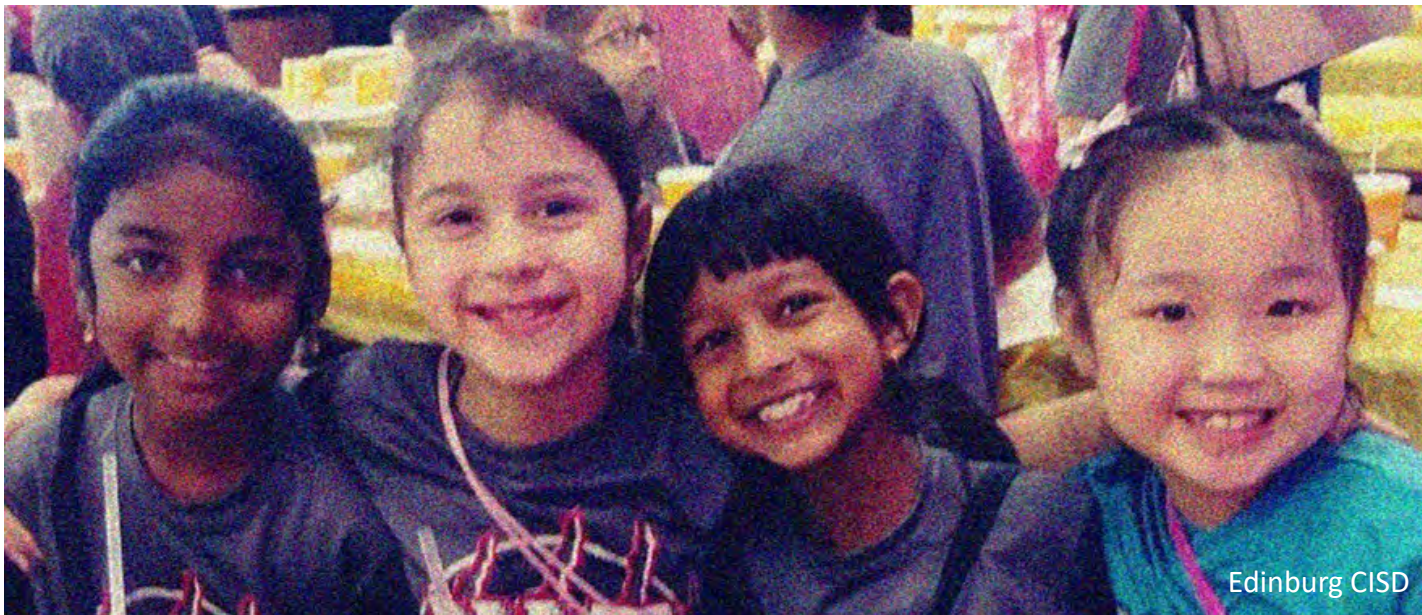
[\(512\) 463-9238](tel:(512)463-9238)



[Census Block Group Tool Overview](#)



[Summary of Finances](#)



## Additional Questions:

### State Compensatory Education Webpage

<https://tea.texas.gov/finance-and-grants/financial-compliance/state-compensatory-education> -

***SCE FAQ is located on this webpage***



### State Compensatory Education Statewide Coordinator:

*Dahlinda Alaniz*

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***dahlinda.alaniz@tea.texas.gov***