

**Chapter 102. Educational Programs****Subchapter EE. Commissioner's Rules Concerning Pilot Programs****§102.1051. Financial Literacy Pilot Program.**

- (a) Program purpose. In accordance with the Texas Education Code (TEC), §29.915, the Texas Education Agency (TEA) shall establish and implement a financial literacy pilot program to provide students in participating school districts with the knowledge and skills necessary as self-supporting adults to make critical decisions relating to personal financial matters.
- (b) Application. School districts must submit a letter of interest to the TEA division responsible for curriculum, including a commitment to use the curriculum designated by the pilot and to participate in any training required by the pilot. No more than 100 school districts will be selected to participate in the program. If more than 100 letters of interest are received, districts will be selected to reflect the following criteria:
  - (1) balance between large and small districts;
  - (2) representation of the various geographic regions of the state; and
  - (3) representation of the overall demographics of the state.
- (c) Notification. The TEA will notify each applicant in writing of the selection or non-selection for participation.
- (d) Implementation. Districts shall participate in training and use materials identified in accordance with the TEC, §29.915(c).
- (e) Evaluation. Each participating district shall report information on implementation of the program to the TEA in accordance with requirements specified by the commissioner of education.
- (f) Funding. Implementation of the pilot is contingent upon sufficient funding in accordance with the TEC, §29.915(e).

*Statutory Authority: The provisions of this §102.1051 issued under Texas Education Code, §29.915.*

*Source: The provisions of this §102.1051 adopted to be effective June 11, 2006, 31 TexReg 4612; amended to be effective May 6, 2010, 35 TexReg 3496.*

**§102.1055. Collaborative Dropout Reduction Pilot Program.**

school districts, local businesses, other local governments or law enforcement agencies, nonprofit organizations, faith-based organizations, and institutions of higher education.

- (3) Lead educational staff member--A person working as part of the Collaborative Dropout Reduction Pilot Program that is responsible for program coordination, outreach, recruitment, and other activities necessary to implement and manage the program. The lead educational staff member may be a full- or part-time paid staff person, or the position may be filled by a volunteer. The lead educational staff member may be an employee of the district awarded a grant under this program, or an employee/volunteer from one of the partners in the local collaborative.
- (4) Outreach--Activities designed to raise awareness and provide information, solicit participation and/or contributions, recruit students and other stakeholders, and involve the local community in collaborative initiatives.
- (5) School district--For the purposes of this section, the definition of school district includes an open-enrollment charter school.
- (6) Shared services arrangement (SSA)--A shared services arrangement is an agreement between two or more school districts and/or education service centers that provides services for entities involved.

(b) Eligibility.

- (1) In accordance with the TEC, §39.358, a school district is eligible to apply for funding unde -0.0.006 agT Td[u4 (e)12

- (1) Each eligible school district selected to participate must submit a copy of a local collaborative agreement, such as a memorandum of understanding, to the TEA prior to implementation of the pilot program.
  - (2) The local collaborative agreement must include the minimum standards specified in the TEC, §29.096(e), and a detailed description of the following:
    - (A) the source(s) of matching funds;
    - (B) how matching funds will be used by the pilot program;
    - (C) a description of the services, activities, commitments, assurances, responsibilities, obligations, and understandings of each collaborative partner; and
    - (D) decision-making procedures between the school district and collaborative partner(s).
- (f) Use of funds.
- (1) In accordance with the TEC, §29.096, the entire amount of a grant awarded under the Collaborative Dropout Reduction Pilot Program must fund programs in adherence with guidelines and requirements provided in the RFA.
  - (2) A school district participating in the Collaborative Dropout Reduction Pilot Program may allocate no more than 15% of total project funds, which include the state grant award and local match, for administrative expenses. Of the amount used for administrative costs, no more than 5.0% may be state grant award funds. Up to an additional 10% may be matching funds, but in no case can administrative costs exceed 15% of the total project funds. A school district may use in-kind contributions for administrative expenses. In-kind contributions may include the use of facilities, office space, and equipment and the provision of administrative services and supplies.
  - (3) Allowable costs include, but are not limited to:
    - (A) costs associated with implementing the local Collaborative Dropout Reduction Program in the following four service areas: workforce skill development, academic support, attendance improvement, and student and family support services; and
    - (B) costs associated with a designated lead educational staff member to conduct outreach activities designed to identify and involve eligible students as well as public and private entities to participate in the program.
- (g) Conditions of pilot program operation. Each school district operating an approved Collaborative Dropout Reduction Pilot Program must operate the program in accordance with the TEC, §29.096, and the requirements outlined in the RFA and must:
- (1) coordinate the delivery of research-based intervention services and programs among local entities such as local businesses, local government or law enforcement agencies, nonprofit organizations, faith-based organizations, and institutions of higher education to comprehensively reduce the dropout rate in the community and to increase the job skills, employment opportunities, and continuing education opportunities of students who might otherwise have dropped out of school;
  - (2) serve students in Grades 9, 10, 11, and 12 or any combination thereof;
  - (3) comply with all deadlines, requirements, and assurances established in the RFA;
  - (4) provide services in the areas of workforce development, academic support, student and family support services, and attendance improvement;
  - (5) serve a minimum of students (as specified in the grant application) per grant period; and
  - (6) designate governance responsibilities to a school district official for the purposes of managing the implementation and operation of the pilot program.
- (h) Program evaluation. Each school district operating an approved Collaborative Dropout Reduction Pilot Program must comply with evaluation procedures established by the commissioner as detailed in the RFA.

- (i) Revocation.
  - (1) The commissioner may revoke participation in a Collaborative Dropout Reduction Pilot Program and require the school district that received an award to repay some or all of the grant award based on any of the following factors:
    - (A) noncompliance with requirements and assurances outlined in the RFA and/or the provisions of this section and the TEC, §29.096;
    - (B) failure to meet performance measures specified in the RFA; or
    - (C) failure to provide accurate, timely, and complete information as required by the TEA to evaluate the effectiveness of the pilot program.
  - (2) A decision by the commissioner to revoke authorization of a grant award is final and may not be appealed.
- (j) Recovery of funds. The commissioner may audit the use of grant funds and may recover funds against any state provided funds.

*Statutory Authority: The provo 5feerfj*

- (5) Nonprofit organization--An organization that meets the requirements of the United States Code, Title 26, Subtitle A, Chapter 1, Subchapter F, Part I, Section 501(a).
- (6) P-16 Individualized graduation plan (P-16 IGP)--A document with a prekindergarten through postsecondary focus, detailing a student's plans regarding courses to be taken during high school in order to succeed in entry-level courses offered at IHEs. A P-16 IGP shall include the following:
  - (A) the most recent assessment scores and strategies to improve these scores if they fall below the minimum score of 84 on a (h)-7 (a) test.

- (ii) earned accreditation through:
  - (I) the TEA, in accordance with the TEC, §39.071, and §97.1053 of this title (relating to Purpose);
  - (II) an accrediting entity, operating as a member of the Texas Private School Ac

- (1) conduct an assessment, in accordance with specifications detailed in subsection (f)(4)(B)(ii)-(iii) of this section, for each participating student to determine services needed and create a P-16 IGP for each student based on the assessment;
  - (2) employ as faculty and administrators persons with baccalaureate or advanced degrees;
  - (3) meet the following requirement regarding employee criminal history checks:
    - (A) if a grantee is a school district, the grantee must be in compliance with the TEC, §22.085(f), to remain eligible for the program; or
    - (B) if a grantee is not a school district, the grantee must obtain criminal history record information as defined in §153.1101(2) of this title (relating to Definitions) on each employee, and an officer of the organization with signature authority must certify that no employee of the organization or person contracted with the organization who has contact with students in the program has been convicted of:
      - (i) a felony offense under Title 5, Texas Penal Code;
      - (ii) an offense or conviction of which a defendant is required to register as a sex offender under Code of Criminal Procedure, Chapter 62; and
      - (iii) an offense under the laws of another state or federal law that is equivalent to an offense under clause (i) or (ii) of this subparagraph; and
  - (4) ensure that the grant activities funded under the Dropout Recovery Pilot program are non-sectarian.
- (f) Funding. Grantees are eligible to receive the following funding.
- (1) Base funding. A grantee will receive a base amount of funding, to be determined during the grant application phase, in the first year of operation of the program for the purposes of planning, establishing an appropriate infrastructure to implement the program, and implementing the program for eligible students.
  - (2) Performance funding. In addition to the base funding, a grantee is eligible to receive performance funding up to a total of \$2,000 in the program year (which includes no more than \$1,000 in interim benchmark payments and \$1,000 in a completion payment) for each eligible student participating in the program based upon the student's academic performance.
    - (A) Interim benchmark payments. A payment of \$250 for any, not to exceed four, of the following benchmarks achieved by an eligible student participating in the program who:
      - (i) earned the required course credits necessary to advance to the next grade level;
      - (ii) earned high school graduation credit for a dual credit course that was established through an articulation agreement with an IHE or a private or an independent IHE, as defined in the TEC, §61.003(15);
      - (iii) earned college credit for a course that is within an IHE's core curriculum, in accordance with §4.28 of this title (relating to Core Curriculum), or an equivalent course offered by a private or an independent IHE, as defined in the TEC, §61.003(15);
      - (iv) earned a passing score on all subject areas of the statewide student assessment program for a grade level not including the Grade 11 exit-level statewide assessments;
      - (v) earned a score of three or higher on a College Board advanced placement examination;
      - (vi) earned a score on the Preliminary SAT®/National Merit Scholarship Qualifying Test or the PLAN® that predicts evidence of readiness, as determined by

- College Board or ACT®, for placement in College Board advanced placement, International Baccalaureate, or dual credit courses; or
- (vii) other benchmarks as approved by the commissioner.
- (B) Completion payments. A payment of \$1,000 for each participating student who:
  - (i) earns a high school diploma; or
  - (ii) demonstrates college readiness by:
    - (I) ~~attending a college or university for at least one semester or completing a college course~~



- (6) social services;
  - (7) transportation;
  - (8) educational software;
  - (9) incentive programs for students;
  - (10) technology;
  - (11) equipment costs; and
  - (12) costs associated with distance learning or participation in virtual schools.
- (h) Disallowed expenditures. The following expenditures, including but not limited to the following, may not be made with grant funds:
- (1) construction;
  - (2) purchase of buildings;
  - (3) debt service (including lease-purchase agreements);
  - (4) expenditures related to religious instruction;
  - (5) expenditures related to students who are not eligible for the program; or
  - (6) indirect costs.
- (i) Evaluation. Each grantee operating an approved Dropout Recovery Pilot Program must comply with evaluation procedures established by the commissioner as detailed in the RFA.
- (j) Subsequent funding. To receive any subsequent funding for the Dropout Recovery Pilot Program, grantees must reapply for funding on an annual basis. In order to remain eligible for any subsequent funding, the grantee must have met
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