

State Allotment Programs FAQs

(Updated May 6, 2024)

Table of Contents

- State Allotment Programs FAQs 1
 - State Allotment Monitoring Program (SAMP) Compliance Calculations..... 2
 - AFR – Schedule J-4 5
 - Gifted and Talented (PIC 21) 7
 - Career and Technical (PIC 22)..... 8
 - Students with Disabilities – Special Education (PICs 23 and 33)..... 12
 - State Compensatory Education (PICs 24, 26, 28, 29, and 30) 12
 - Bilingual Education Allotment (PIC 25)..... 13
 - PreKindergarten (PIC 32)..... 15
 - Early Education Allotment (PIC 36)..... 15
 - Dyslexia (PICs 37 and 43)..... 17
 - College, Career, and Military Readiness (PIC 38) 20

If you have additional questions, please contact the Financial Compliance Division at StateAllotmentPrograms@tea.texas.gov.

State Allotment Monitoring Program (SAMP) Compliance Calculations

1. Which Summary of Finance (SOF) Near Final (NF) Run ID can be used for testing compliance with state program spending requirements during the annual financial audit and on the J-4 Schedule?

FY 2023, LEAs can use this link to the spreadsheet for [2022-2023 SOF Run ID 41495 Data](#). This run ID will be used in TEA's compliance testing calculations. On the spreadsheet, use the Tab named "**outputs_dpe**" and the Columns noted below.

- State Compensatory Education – **Column CK (SCE_BLOCK_GRANT)**
- Bilingual Education Allotment – **Column O (BIL_BLOCK_GRANT)**
- Gifted and Talented – **Column BF (GT_BLOCK_GRANT)**
- Special Education – **Column CS (SPECED_BLOCK_GRANT)**
- CTE – **Column EL (VOCED_BLOCK_GRANT)**
- Dyslexia – **Column AG (DYSLEXIA_ALLOT)**
- Early Education – **Column AJ (EARLY_ED_ALLOT)**
- CCMR – sum of **Column W (CCMR_OUTCOMES_ALLOT)**

Below are specific NF SOF run IDs used in prior years:

- 2021-2022 Run ID 37791
- 2020-2021 Run ID 33209
- 2019-2020 Run ID 29015

2. We received a letter from TEA stating we did not meet our spending allotment requirement for FY 2021 and FY 2022 in a couple of the mandated programs. What is the requirement to meet this year's state mandated allotment to make up for the prior year's FY 2021 and FY 2022 shortfall along with this current FY 2024 year's requirement?

Theoretically, the LEA would spend the amount in the current year to make up the difference in the allotment programs where there were shortfalls in the past. However, this may not be obtainable all in one year, so budgeting and planning is critical to get the LEA back on track. We would expect to see an increase above 55% or 100%, depending on the allotment programs that were short, to begin eliminating the deficit.

3. Does TEA use allocated or unallocated data in its compliance calculation?

TEA uses **allocated** amounts for compliance purposes. In addition, the State has provided additional flexibility. In the SAMP compliance calculation, fund 199 (or fund 420 for charter schools) will be combined with ESSER fund codes 266, 281, 282, and 283 for testing compliance with state allotment spending for fiscal years 2020 through 2024.

4. What fund code should charter schools use to record the state allotment programs' allocations and expenditures?

Fund code 420 (Foundation School Program and other State Aid) should be used for the state allotments received by charter schools. Unlike ISDs, fund 199 is generally used for charter school local funds.

5. I heard that TEA uses a 3-year running average to calculate compliance - is that still true?

Yes, TEA uses a rolling three-year average in its compliance calculation. Please refer to the *FASRG Module 1, FAR Appendices, section A.8* and *Module 4*.

6. Does TEA use the mid-year PEIMS data when calculating compliance?

Yes, TEA uses mid-year PEIMS (actual amounts).

7. Does TEA compare its calculation to the lesser of the LPE or DPE allotment in case underpaid in any given year?

No. TEA compares the actual expenditures to the Near Final SOF.

From a budgeting perspective, a district can budget to meet the minimum spending requirements using unallocated amounts; therefore, when TEA uses allocated amounts the district would meet the spending requirements.

8. If the NF SOF used for PIC compliance shows the district is noncompliant but the Final SOF this coming April would yield compliant results, does TEA change their calculation to the Final SOF?

No, the calculation will not change. TEA is using specific near final SOF runs because of adjustments the state made.

9. What statute or rule references the rolling three-year average that TEA uses for SAMP compliance?

TEA policy provides maximum flexibility to LEAs by averaging costs up to three years (*FASRG Module 1, FAR Appendices, section A.8* and *Module 4*).

Additionally under TEC sections [48.104\(o\)](#) and [48.105\(e\)](#), in determining whether an LEA is subject to the withholding of funding required under this subsection, the commissioner may consider the district's average use of funds for the three preceding school years.

10. Why do the external auditors look at spending compliance on a fiscal year basis versus TEA looking at a rolling three-year average?

As part of the annual financial audit, external auditors must test compliance with the spending requirements for the FSP supplemental state allotment programs. These programs are structured on an annual basis, and the FSP allotments are paid annually. Therefore, the focus of compliance testing during the annual financial audit for the FSP supplemental state allotment programs should be on data for that one-year time period.

With the external auditor looking at spending requirements on an annual basis, it lets the LEA know if they're on track – or if they need to modify upcoming expenditures. That way, the LEA should be in compliance when TEA does their 3-year average calculation.

11. What are the consequences for noncompliance with the FSP state allotment spending requirements?

TEA may ask the LEA to come into compliance by making up the difference during the next school year, request additional information to review and determine compliance, or adjust future funding.

Additionally, the LEA's external auditor may indicate this as a finding in the annual financial report or include the issue as a comment in their communication letter to the board of trustees. TEA will defer to the auditor's professional judgment.

12. Can you explain the process TEA uses in its SAMP reviews?

The state allotment monitoring program (SAMP) analysis is based on our review of PEIMS and state funding information. TEA uses a rolling three-year average in this compliance calculation. The LEA can pull reports from Mid-year PEIMS (for example PDM2-101-004) and compare it to the amount they received in funding as reflected on the near final summary of finances. When pulling the information from PEIMS, LEA should use the allocated amounts because that is what TEA uses in its SAMP analysis.

In the PEIMS allocation process, TEA also allocates some of the amounts in PIC 99 into the other PICs. This may result in a slight variance between TEA's calculations versus that of the LEA.

AFR – Schedule J-4

For more information about the Schedule J-4 and AFR compliance, please see the following webpage:

- [Annual Financial and Compliance Report | Texas Education Agency](https://tea.texas.gov/finance-and-grants/financial-compliance/annual-financial-and-compliance-report)

<https://tea.texas.gov/finance-and-grants/financial-compliance/annual-financial-and-compliance-report>

1. **Which Summary of Finance (SOF) Near Final Run ID will be used for determining compliance with state program spending requirements during the annual financial audit and on the J-4 Schedule?**

Please see question #1 under the previous “*State Allotment Monitoring Program (SAMP) Compliance Calculations*” section.

2. **If a District had meet the 55% prior to the NF allocation but is now short of reaching that amount, how would you indicate that on the J-4?**

Answer: List the amount on the J-4 and include any additional explanation of shortages on the J-4 in the Notes to the Financial Statements.

3. **Please confirm the amount that needs to be put the J-4 for program expenditures. This would be the fund 199 and ESSER expenditures coded those PIC codes but not other grant funds, is that correct?**

For clarification, school districts should only include unallocated amounts coded to fund 199 (or 420 for charter schools) on their J-4 schedule.

ESSER funds should not be included on the J-4 schedule.

4. **What if we already submitted both our annual financial report and the audit data feed using the expenditures as were supposedly being used to comply with the spending requirement – i.e. the expenditures including those in the ESSER funds. What must we do? Do we resubmit both the entire annual report and the audit data feed making this correction?**

For those that have already submitted the AFR and data feed, TEA is not requiring anything of them.

5. **How is TEA wanting auditors to comment on J-4's that do not meet the annual spending compliance amount because the auditors are not allowed to include ESSER funds in their PIC allowances. The J-4 schedule is asking just for information from State and Local funds. If the auditors only include local and state funds, then LEA's will not meet the schedule's compliance. How should the auditor respond to a school in this situation. Is this a failing? Is this a finding? Do they comment on it like a failing or finding?**

Not meeting the state compliance requirements without combining ESSER funding would not be considered a failure on the J-4 schedule.

The J-4 schedule only includes the state allotment amounts and expenditures that are coded to the SCE and BEA program intent codes in the general fund 199 (or fund 420 for charter schools).

If the LEA does not meet the spending requirements using only the general fund *but meets it with ESSER funds*, then there is not an expectation that this would be documented as a finding in the AFR or in the communication to the board.

If an LEA does not meet the minimum spend requirements when combining the general fund and ESSER funds, the external auditor would determine where to identify the issue. It could be in the written communications to the board or identified as a finding in the AFR. The TEA will defer to the auditor's professional judgment in these situations.

Gifted and Talented (PIC 21)

For information about Gifted and Talented Education, please see the following webpage:

- [Gifted Talented Education | Texas Education Agency](https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education)
<https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education>

Basic information about GT teacher salaries:

- Teachers' salaries (obj code 6119 & 6121) are an allowable expense under the GT Allotment – PIC 21
- Teachers coded to PIC 21 should be *solely* serving GT students.
- Teacher salaries may be split-funded based on time on task/class period, etc. (or must be split funded, if they are not full-day, GT-dedicated)

- 1. Must 100% of the students in a class be identified as GT for the teacher's salary to be an eligible GT expense? Or is there a threshold? (e.g., an AP course serves GT and non-GT identified students, but 90% of the class is GT)**

There is not a threshold. The teacher's salary would have to be allocated.

- 2. What if they gave their GT teachers extra duty pay? Like because they were taking on additional responsibilities for GT, received additional training in GT, etc? Is that allowable? And if so, is it also appropriate/allowable to proportionately allocate benefits (TRS, insurance, etc) to PIC 21? (e.g., object code 6119)**

This is allowable.

- 3. There is no threshold for split funding, correct? In other words, if a teacher does pull-out instruction and only teaches GT students full-time for a very small percentage of the day or week, is that percentage still eligible to be coded to PIC 21?**

Yes, they can give a GT teacher extra duty pay, stipend, etc. for teaching GT. They can also charge the teacher's salary to the program if appropriate or allocate a portion of it if the teacher is only serving GT students part of the day.

Career and Technical (PIC 22)

For more information about Career and Technical Education, please see the following webpages:

- [Career and Technical Education | Texas Education Agency](https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education)
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education>
- [Career and Technology Education Allotment | Texas Education Agency](https://tea.texas.gov/finance-and-grants/state-funding/additional-finance-resources/career-and-technology-education-allotment)
<https://tea.texas.gov/finance-and-grants/state-funding/additional-finance-resources/career-and-technology-education-allotment>

1. Can you provide information about using CTE funds to pay for a CTE facility?

Here is information about using CTE funds for facility acquisition, construction and renovation projects.

- First and foremost, the school must ensure it maintains and serves their CTE students with the funding that those students generate each year.
- CTE allotment funds can be used to construct CTE facilities, but the facility has to be dedicated to CTE only. This also includes purchasing portable buildings, renovating class rooms, etc. If other departments in the school use the CTE facility, then other funds must be used to pay that portion of the costs.
- If debt, including financing, bonds, etc., is used to pay for CTE projects such as facility acquisitions, construction, or renovations, then none of those costs can be charged to PIC 22 – CTE, including interest expense.
- Because function 81 is an indirect cost, those expenditures would not be included in the mid-year PEIMS allocation data used in TEA's allotment testing calculation. In instances such as this, your school would have to track it separately. If asked by TEA or your school's external auditor about spending compliance, the school would have to show that this facility was built with CTE funds.
- Keep in mind that this is an annual allotment. The annual expenditures would be counted towards the CTE allotment spending for that fiscal year, and this compliance testing calculation would not combine multiple years of construction expense into one year. Costs using CTE funds should be expended as the expenditures are incurred.

2. We are in the process of adding a CTE program. We will need to purchase or lease a portable building for these CTE classes. Can we use CTE designated funds to do this?

CTE allotment funds can be used to make these purchases, but the classroom/portable building has to be dedicated to CTE only. Making modifications to the classroom to be used specifically for CTE makes this more justifiable. Acceptable uses include building an Ag barn or retrofitting a classroom in the school building to be used as a commercial kitchen. If other departments in the school use it, then the school must use other funds to pay that portion of the costs.

3. We want to build an Ag Barn using CTE funds. These costs are usually coded to function 81, which is considered an indirect cost and typically not included in the CTE calculations. Would these costs be an allowable use of CTE funds?

As long as the school is using the building as CTE, renovating existing buildings would be considered allowable. When looking at the PEIMS allocation, it's true function 81 is not included in PIC "direct" category. In instances such as this, the school would have to track it separately.

If asked by TEA or the school's external auditor about spending compliance, the school would have to show that this classroom was built with CTE funds.

4. If a school purchases a vehicle utilizing 100% CTE funds, what are the rules surrounding the utilization of that vehicle and documentation of that usage? What if the school purchases items with CTE funds, but then the usage is primarily outside of CTE?

If an LEA purchases an item with CTE funds and records it with a PIC 22, then the LEA must not use it for other purposes. If the LEA uses the item for more than just a trivial use, then they must split fund the item based on a systematic method, i.e., time of use or they may reimburse the CTE program for usage of the item.

***Students participating in the program generated the funding, so the funding must be used to provide a career tech education to those students.

5. I need to know if the TCLAS grant expenditures (Fund 429) can be used with local funds to meet the 55% state spending requirement for Career Tech.

Currently, the state allotments spending compliance does not include fund 429, only fund 199 (or fund 420 for charter schools). During the pandemic, TEA has included ESSER funds 266, 281, 282, and 283 to provide additional flexibility in meeting the state requirements. Note that the federal compliance only includes fund 199.

6. Can a district use state weighted funds to pay a CTE teacher to teach a summer school CTE course even though the course isn't drawing weighted funds?

No, the state weighted funds have to be used to support those courses that created the funding.

7. I am looking for documentation that states when use of funds are allowed. Such as CTE allotment being used within three years.

The State CTE allotment funds are provided annually. The spending requirement is annual. Each year students generate funds, and each year the funds generated are required to be spent on those students. There is an annual spending requirement of 55% that must be spent directly (PIC 22). For compliance purposes, TEA uses a three-year rolling average to measure the minimum spending requirement was met. (See *FASRG Module 1, FAR Appendices, section A.8 and Module 4.*)

8. After HB 3, are the following expenses still allowable uses of CTE funds? Please advise.

- **Equipment, supplies, materials, or technology for CTE courses.**
- **Expenses related to performance or recruitment incentives established in local policy and employment contracts.**
- **Salaries, benefits, stipends, extra-duty pay for CTE teachers, CTE paraprofessionals, and CTE administrators.**
- **Construction, renovation, or remodeling of existing CTE facilities.**
- **Lease, purchase, upgrade, or adapt items designed to strengthen and support academic and technical skill achievement.**
- **CTE instructional aides/publications (trade magazines, includes digital).**
- **Motorized vehicles and trailers used exclusively for the benefit of CTE students in the CTE program.**
- **Consumable supplies used exclusively for the benefit of CTE students in the CTE program such as office supplies, paper, computer supplies, building and maintenance supplies, or laboratory supplies.**
- **Culinary food costs related to the CTE program.**
- **Materials/resources related to advisory council meetings; career fairs; CTE student and parent activities, or business industry stakeholder meetings.**
- **Distance learning for CTE personnel (e.g., teachers, admin & counselors).**
- **CTE student services such as field trips to colleges, career fairs, and college, career or academic guidance and counseling.**

Most of the expenditures listed would be considered allowable with the exception of CTE administrators' salaries. TEA typically does not consider administrator salaries as allowable expenditures in the state allotment programs.

9. Can CTE funding be used for FFA state competition expenses?

The use of CTE funds for FFA competitions would be considered an allowable use of CTE funds as long as your school has an FFA program, and it is not something the student activity group should cover.

10. Can a school use PIC 22 (CTE) funds to pay career prep student workers who are employed on a school campus?

Typically, student workers receive credit for a course in which he/she is being paid for. LEAs should use other funds rather than state funds to cover the payroll costs for those student workers.

11. We are considering building a new CTE facility. Would interest expense incurred on an M&O note be considered as a direct cost for PIC 22?

If debt, including financing, bonds, etc., is used to pay for projects such as facility acquisitions, construction, or renovations, none of those costs can be charged to CTE, including interest expense.

However, using CTE funds to pay for these projects would be considered an allowable cost.

12. Can a district use CTE funds to pay for materials for the purpose of converting them into wall art and then gift the art to a 501(c)(3) organization? One of the district's teachers and a school board member are affiliated with the 501(c)(3) organization, which intends to sell the wall art and may also provide scholarships to students who qualify.

With the teacher and school board member being affiliated with the 501(c)(3) organization, this does not have the appearance of an arms-length transaction. Instead, it may be considered a related-party transaction, which is subject to disclosure in the district's annual financial report (see GASB 62).

Under the circumstances described, the district should not use state funds to support this project, since it has the appearance of offering a gift derived from public funds (see Texas Constitution, Article 3, Section 52). The district should use other funding sources instead, such as a student activity fund.

Students with Disabilities – Special Education (PICs 23 and 33)

For information about Special Education, please see the following webpage:

- [Special Education | Texas Education Agency](#)

<https://tea.texas.gov/academics/special-student-populations/special-education>

1. **Please clarify if security cameras installed on a special education bus should be coded to function 34 or 52? We note that function 34 is included in the IDEA-B LEA MOE calculation, but function 52 is excluded.**

It would be appropriate to allow these costs to be coded to function 34 (student transportation) in PIC 23 with the caveat that the bus is used strictly for serving SPED students. The cameras are there to ensure a safe trip to and from school.

2. **If a district chooses to use their SHARS revenue (5931) for special education (SPED) costs, do those PIC 23 expenditures count towards the 55% minimum spending requirement for SAMP compliance?**

Theoretically the expenditures used in serving students in SPED for SHARS services if coded to PIC 23 are included. We do not include the SHARS revenue reimbursement in the spending analysis, we only use SOF allotment funds to determine spending compliance.

State Compensatory Education (PICs 24, 26, 28, 29, and 30)

For more information about State Compensatory Education, please see the following webpages:

- [State Compensatory Education | Texas Education Agency](#)

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

- [FAQ - State Compensatory Education Program \(texas.gov\)](#)

<https://tea.texas.gov/sites/default/files/sce-faq.pdf>.

- [87th Legislature Impact on SCE Program \(texas.gov\)](#)

<https://tea.texas.gov/sites/default/files/sce-87legeimpact-faq.pdf>.

1. **Where do we record 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)? These costs were coded to PIC 34.**

These costs should now be coded to PIC 24 or 30.

Bilingual Education Allotment (PIC 25)

For more information about Bilingual Education and ESL Programs, please see the following webpages:

- [Bilingual and English as a Second Language Education Programs | Texas Education Agency](https://tea.texas.gov/academics/special-student-populations/english-learner-support/bilingual-and-english-as-a-second-language-education-programs)
<https://tea.texas.gov/academics/special-student-populations/english-learner-support/bilingual-and-english-as-a-second-language-education-programs>
- Bilingual Education Allotment Funding Guidebook: [V2 Funding Guidebook May 2022 \(txel.org\)](https://www.txel.org/media/5n3nhu0l/v2fundingguidebookmay2022.pdf)
<https://www.txel.org/media/5n3nhu0l/v2fundingguidebookmay2022.pdf>

1. Where do we record costs incurred to evaluate, place, and provide educational and/or other services for LEP pre-K students to increase proficiency in the English language? These costs were coded to PIC 35.

These costs should now be coded to PIC 25.

2. Are teachers' salaries an allowable expense under the Bilingual Education Allotment – PIC 25?

No, teacher salaries are not allowable from bilingual education allotment funds and cannot be coded to program intent code (PIC) 25 (Bilingual Education and Special Language Programs). The basic salary for bilingual/ESL instructors should be coded to PIC 11.

ESL teacher aides & paraprofessional salaries are allowable.

3. What if you have a teacher who is solely serving bilingual students (maybe a section or two a day for pull outs), could that portion of her salary where she is providing “supplemental” services be coded to PIC 25? Or is it still restricted to only stipends for teachers?

Stipends and supplemental pay for teachers may be coded to PIC 25.

4. Our district offers a full day bilingual pre-k program. We only receive state funding for half a day and code that to PIC 11. Can we consider the other half day as “supplemental” and code it to PIC 25?

Because the second half of the day would encompass a large portion of the teacher's salary and work day, it would not be considered supplemental. Also, full day pre-k is now required for certain groups of students.

However, there are other allotments to consider paying for the other half of the day, such as the Early Education Allotment or, in some circumstances, State Compensatory Education.

5. Are the following expenses allowable under PIC 25?

- a) Copier machine lease cost for use of bilingual administrative department (Central Office), and bilingual department use only.**
- b) Technology used by the bilingual administrative department (Central Office), and bilingual department use only.**
- c) Office supplies, business cards, furniture to be used by the bilingual administrative department (Central Office), and bilingual department use only.**
- d) Security for parent and community events hosted by the bilingual administrative department (Central Office), and bilingual department use only.**

These are administrative costs and do not impact improving students' English proficiency and primary language literacy. They would not count towards the 55% direct expenditures. The LEA could use the 45% which is not coded to PIC 25 to pay for those things.

PreKindergarten (PIC 32)

For more information about PreKindergarten, please see the following webpages:

- [Early Childhood Education in Texas | Texas Education Agency](https://tea.texas.gov/academics/early-childhood-education)
<https://tea.texas.gov/academics/early-childhood-education>
- [Early Childhood Education FAQs | Texas Education Agency](https://tea.texas.gov/academics/early-childhood-education/early-childhood-education-faqs)
<https://tea.texas.gov/academics/early-childhood-education/early-childhood-education-faqs>

1. Where do we record costs to help pre-K students develop skills needed for success in the public school curriculum? These costs were coded to PIC 32.

These costs should now be coded to PIC 11 – basic education services.

Early Education Allotment (PIC 36)

For more information about Early Childhood Education, please see the following webpages:

- [Early Childhood Education in Texas | Texas Education Agency](https://tea.texas.gov/academics/early-childhood-education)
<https://tea.texas.gov/academics/early-childhood-education>
- [Early Childhood Education FAQs | Texas Education Agency](https://tea.texas.gov/academics/early-childhood-education/early-childhood-education-faqs)
<https://tea.texas.gov/academics/early-childhood-education/early-childhood-education-faqs>

1. Can we do a 2-year online subscription with our EEA funds? Since it is state allotment funds, we wanted to make sure before moving forward. Normally with federal, we follow our fiscal calendar from 9-1 to 8-31.

It would be the same as federal. You can only record one year of the expense in the fiscal year you are using it. Since this is related to an online subscription, you may also need to follow [GASB 96](#).

2. I have questions regarding Pre-K PIC codes. Did HB 3 require districts to tie PIC code 36 for the early education allotment at 100% of the direct expenditures? Also, are districts required to tie PIC code 32 to expenditures for HQ? I was told that these are no longer required by TEA and wanted to verify.

Yes, 100% of the early education allotment must be spent on direct program services and coded to program intent code (PIC) 36 (Early Education Allotment). PIC 32 has been removed and prekindergarten costs for high quality prekindergarten should be coded to PIC 11 (Basic Educational Services).

3. Can PIC 36 be used to support PreK for 3-year-olds? I checked the FASRG and didn't see anything distinguishing PreK 3 from PreK 4, but wanted to confirm.

Generally, yes it can.

4. Can we use early education allotment funds to purchase classroom supplies, desks, chairs, books, etc. for K-3rd grade classes?

No, those classroom items would not be considered allowable expenditures for Early Ed Allotment funds in **K-3rd** grade classes. The purpose of the early education allotment is to help students pass the math and reading 3rd grade STAAR exams.

TEA allowed early education allotment funds to be used on pre-k classrooms.

5. Can you confirm that LEAs may charge 50% of a pre-k teacher's salary to the early education allotment?

Yes, 50% of a pre-k teacher's salary can be coded to PIC 36 as long as the part that is coded to PIC 36 is for services designed to improve student performance in reading and mathematics.

Dyslexia (PICs 37 and 43)

For more information about Dyslexia, please see the following webpage:

[Dyslexia and Related Disorders | Texas Education Agency](https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders)

<https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>

1. Is there is a required percentage that must be spent in relation to dyslexia?

There is a 100% spending requirement for the Dyslexia allotment. State dyslexia allotment funds should be spent on expenditures that are coded to PIC 37 (Dyslexia or Related Disorders – screening, evaluation, and identifications) and/or PIC 43 (Dyslexia or Related Disorders – Special Education).

The costs that are coded to PIC 43 will be included in the calculation for IDEA-B maintenance of effort, but costs that are coded to PIC 37 will not be included.

2. We understand the Dyslexia Allotment has a 100% spending requirement. When will the final amount be available to guarantee the full amount is expended? The current understanding is that this information is provided until late in the year. This may cause the district to be out of compliance as the full amount is not available until it is too late to spend 100%.

The state program spending requirement amount is determined using the district's Summer PEIMS attendance and enrollment data, which is annually incorporated into their summary of finances (SOF) report at near final settle up in September following the end of the fiscal year. This includes the PEIMS-reported dyslexia enrollment that is used in calculating the dyslexia allotment. At near final settle up, the dyslexia allotment value in the DPE column of the SOF will be updated to reflect the district's Summer PEIMS-reported enrollment data, found in the district's Tier One Detail Report. Summary of Finances (SOF) run ID 37791 is the specific SOF run that the district would use for SY2022. TEA combines program intent codes (PICs) 37 and 43 for Dyslexia for state compliance testing. For federal compliance with IDEA MOE, TEA only uses PIC 43, along with the special education PICs. In addition, TEA measures spending compliance based on a three-year average.

Prior to near final settle up and throughout the school year, the district is encouraged to utilize a state aid template to estimate their dyslexia allotment. They can enter their projected dyslexia enrollment and calculate their projected associated funding for planning purposes. For example, the district may use TEA's [State Aid Template 2022-2025](https://tea.texas.gov/finance-and-grants/state-funding) posted at <https://tea.texas.gov/finance-and-grants/state-funding> under District & Charter Planning Tools.

3. Are we allowed to use Dyslexia Allotment funds to pay a Dyslexia teacher for transportation (gas) that services dyslexia students in 4 different schools?

TEA typically does not suggest paying for gas. It would be a mileage reimbursement rather than a fuel reimbursement.

- 4. If we have a request to purchase a digital program, can the purchase only be for one year or is a multi-year purchase allowable. For example, the Amira Dyslexia Screener digital student resources. The company has sent a quote but it is for 6 years. Is that allowed or can the quote only state amounts for 1 year?**

The allotment is an annual allotment; therefore, you can only record the expense for each year. You would have to divide the quote by the number of years and charge the annual amount to the allotment each year. Since this is related to an online subscription, you may also need to follow [GASB 96](#).

- 5. We have been awarded the TCLAS-ESSER III grant Fund 279. If we have an expense coded to the grant for a Dyslexia program (PIC 37), can that expense be used toward meeting PIC 37's spending requirements?**

For state spending compliance, TEA is only combining ESSER funds 266, 281, 282, and 283.

- 6. Please provide updates regarding dyslexia coding.**

The FASRG FAR Appendices, section A.8, has been updated to incorporate the 88th legislative changes noted in [HB 3928](#) to the dyslexia program for students with dyslexia or a related disorder, and who also receive special education and related services. More of the dyslexia expenditures will now be coded to PIC 43. Costs coded to this PIC will be included in the calculation for IDEA-B maintenance of effort.

PIC 37 includes costs incurred related to:

- Tools and instruments used to screen, progress monitor, and/or evaluate for dyslexia and related disorders.
- Training in the identification of dyslexia for evaluation personnel.
- Professional development in the science of teaching reading.
- Regular education aids and services, such as instructional accommodations, provided to a student who has been identified as having dyslexia or a related disorder under a 504 accommodation plan.
- Personnel costs for the screening, evaluation, and identification of students with dyslexia.

PIC 43 includes costs incurred related to:

- Dyslexia instruction by a person with specific training in providing that instruction.
- Personnel costs for licensed, training, or certified providers of dyslexia instruction.
- Evidence-based dyslexia program materials.

- 7. Is dyslexia considered special education now, resulting in all dyslexia services being coded to PIC 43?**

Not all dyslexia allotment funds will be spent in PIC 43. There are some expenditures that will be coded to PIC 37. The overall mix is determined by each LEA. The FASRG FAR Appendices, section A.8, has examples of allowable costs for each PIC.

8. Can state compensatory education (SCE) PICs be used for supplemental support of dyslexic students?

SCE funds would be supplemental to the dyslexia allotment funds used to support the students. LEAs have a 100% spending requirement for the dyslexia allotment, so SCE funds would be supplemental to the dyslexia allotment and not the first funding stream to pay for those costs.

9. If dyslexia now falls under special education, will PIC 37 still exist?

Yes, PIC 37 will continue to exist and be utilized. LEAs determine how to divide the dyslexia allotment between PICs 37 and 43. With the most recent legislative change ([HB 3928](#)), more of the allotment will be put towards PIC 43 because the feds changed dyslexia to more of a sped function. Also, PIC 37 is not added with PIC 23 for IDEA-B MOE calculations, but PIC 43 is included in this calculation.

10. With the recent legislative changes (HB 3928), is it possible for a student to be dyslexic and not be in special education?

Yes, students can be identified with dyslexia and not be coded/served under special education. If a student is identified with dyslexia and needs instructional accommodations through a Section 504 plan but does not require specialized instruction through the provision of direct dyslexia instruction, that student would still generate the dyslexia allotment.

11. With the recent legislative changes (HB 3928), should dyslexia teacher salaries be coded to PIC 43 now?

If a district is using the dyslexia allotment to pay providers of dyslexia instruction, these individuals are providing a special education service, so therefore their salaries should be coded to PIC 43.

10.

College, Career, and Military Readiness (PIC 38)

For information about College, Career, and Military Prep, please see the following webpage:

- [College, Career, and Military Prep | Texas Education Agency](https://tea.texas.gov/academics/college-career-and-military-prep)
<https://tea.texas.gov/academics/college-career-and-military-prep>

1. Would it be all right to use PIC 38 for 100% of a Guidance Counselor's salary?

Yes, that would be all right. Technically the guidance counselor's salary meets the goal of the CCMR program (PIC 38), which is to prepare students for college, career, or military.