



# AGENDA

State Board of Education

November 17, 2023

**STATE BOARD OF EDUCATION**

(updated February 2023)

*(State Board for Career and Technology Education)*

**KEVEN ELLIS, Lufkin**  
**Chair of the State Board of Education**  
**District 9**

**PAM LITTLE, Fairview**  
**Vice Chair of the State Board of Education**  
**District 12**

**PAT HARDY, Fort Worth**  
**Secretary of the State Board of Education**  
**District 11**

**Board Members**

**MELISSA ORTEGA, El Paso**  
**District 1**

**JULIE PICKREN, Pearland**  
**District 7**

**LJ FRANCIS, Corpus Christi**  
**District 2**

**AUDREY YOUNG, Trinity**  
**District 8**

**MARISA PEREZ-DIAZ, San Antonio**  
**District 3**

**TOM MAYNARD, Florence**  
**District 10**

**STACI CHILDS, Houston**  
**District 4**

**AICHA DAVIS, Dallas**  
**District 13**

**REBECCA BELL-METTEREAU**  
**San Marcos, District 5**

**EVELYN BROOKS, Frisco**  
**District 14**

**WILL HICKMAN, Houston**  
**District 6**

**AARON KINSEY, Midland**  
**District 15**

**Committees of the State Board of Education**  
(Updated February 2023)

**INSTRUCTION**

Audrey Young- Chair  
Evelyn Brooks-Vice Chair  
Aicha Davis  
Pam Little  
Melissa N. Ortega

**SCHOOL FINANCE/PERMANENT SCHOOL FUND**

Tom Maynard-Chair  
Marisa Perez-Diaz-Vice Chair  
Keven Ellis  
Patricia Hardy  
Aaron Kinsey

**SCHOOL INITIATIVES**

Will Hickman-Chair  
LJ Francis-Vice Chair  
Rebecca Bell-Metereau  
Staci Childs  
Julie Pickren

November 17, 2023

State Board of Education  
Austin, Texas

I certify that this is the official agenda of the State Board of Education for its meeting on November 14-17, 2023. Agenda items have been prepared and reviewed by Texas Education Agency staff and are presented for the board's discussion and consideration. Where appropriate, I have proposed an action.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Mike Morath', with a long horizontal flourish extending to the right.

Mike Morath  
Commissioner of Education

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**William B. Travis Building  
1701 N. Congress Avenue, Austin, Texas**

**SCHEDULE AND AGENDAS**

**Committees and Board  
State Board of Education, Austin, Texas**

<b>Meeting Times November 14-17, 2023</b>	
<b><u>Tuesday, November 14, 2023</u></b>	
<b>9:00 a.m.</b>	<b>Committee of the Full Board (Room 1-104)</b>
<b><u>Wednesday, November 15, 2023</u></b>	
<b>9:00 a.m.</b>	<b>Committee of the Full Board (Room 1-104)</b>
<b><u>Thursday, November 16, 2023</u></b>	
<b>9:00 a.m.</b>	<b>Committee on Instruction (Room 1-100)</b>
	<b>Committee on School Finance/Permanent School Fund (Room 1-104)</b>
	<b>The meeting will start at 10:00 a.m. or upon adjournment of the PSF Corporation Meeting.</b>
<b>9:00 a.m.</b>	<b>Committee on School Initiatives (Room 1-111)</b>
<b><u>Friday, November 17, 2023</u></b>	
<b>9:00 a.m.</b>	<b>General Meeting (Room 1-104)</b>

If the Committee of the Full Board does not complete its agenda Tuesday, it will resume its meeting on Wednesday, Thursday, or Friday. If the Committee of the Full Board does not complete its agenda Wednesday, it will resume its meeting on Thursday or Friday. If the Committee on Instruction does not complete its meeting on Thursday, it will resume its meeting on Friday. If the Committee on School Finance/Permanent School Fund does not complete its agenda Thursday, it will resume its meeting on Friday. If the Committee on School Initiatives does not complete its agenda Thursday, it will resume its meeting on Friday.

NOTE: The chair may permit the board to take up and discuss any of the discussion items on a committee agenda, including hearing any invited presentations to a committee, based upon a recommendation from the committee or inability of the committee to complete its agenda on a preceding day.

The SBOE or a committee of the SBOE may conduct a closed meeting on any agenda item in accordance with Texas Open Meetings Act, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

The agenda is online at <https://tea.texas.gov/sboe/agenda/> on the Texas Education Agency website. The posted information contains links to board action items including rule items and rule text, and selected discussion items. Public comments on proposed rules may be submitted electronically. All agenda items and rule text are subject to change at any time prior to each board meeting. To the extent possible, copies of changes made after the agenda and the schedule are published will be available at the board meeting.

**TUESDAY**  
**November 14, 2023**

**9:00 a.m.**

**COMMITTEE OF THE FULL BOARD – Room 1-104**

*Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE [Operating Rules](#) or in the information section of the agenda.*

- 1. Report from the Commissioner of Education Regarding Instructional Materials Offered for Adoption under *Proclamation 2024* (Board agenda page I-1)**

**COMMITTEE - ACTION**  
**SBOE - ACTION**

This item provides the opportunity for the State Board of Education to adopt materials submitted for review in response to *Proclamation 2024*. The State Board of Education issued *Proclamation 2024* in April 2022, calling for instructional materials for science, technology applications, specified career and technical education courses, and Personal Financial Literacy and Economics. All materials submitted in response to *Proclamation 2024* were reviewed for standards alignment in the summer 2023. Additionally, reviews through the Texas Resource Review began in May 2023 for materials submitted for science. This item presents the final report from the commissioner of education regarding the coverage of the Texas Essential Knowledge and Skills (TEKS), alleged factual errors, and the final reports from the Texas Resource Review. Statutory authority is the Texas Education Code (TEC), §31.022 and §31.023.

**COMMITTEE OF THE FULL BOARD (continued)**

2. **Rule Review of 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, Subchapter A, General Provisions, Subchapter B, State Adoption of Instructional Materials, and Subchapter C, Local Operations**  
**(Board agenda page I-3)**

Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the review of 19 Texas Administrative Code (TAC) Chapter 66, State Adoption and Distribution of Instructional Materials, Subchapter A, General Provisions, Subchapter B, State Adoption of Instructional Materials, and Subchapter C, Local Operations. The rules being reviewed establish procedures for the adoption, purchase, and distribution of instructional materials. The statutory authority for the rule review is TGC, §2001.039. The statutory authority for 19 TAC Chapter 66, Subchapters A–C, is Texas Education Code (TEC), §31.003(a), as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

**COMMITTEE - DISCUSSION  
SBOE - NO ACTION**

3. **Consideration of Instructional Materials Review and Approval Criteria and Instructional Materials Contract Terms and Conditions**  
**(Board agenda page I-31)**

This item provides an opportunity for the State Board of Education (SBOE) to consider the criteria for the new Instructional Materials Review and Approval (IMRA) process. This item also includes consideration of the standard terms and conditions for publishers and manufacturers of instructional materials. Statutory authority is the Texas Education Code (TEC), §§31.003(a), 31.022, 31.023, and 31.151, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023; and 31.154, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023.

**COMMITTEE - DISCUSSION  
SBOE – NO ACTION**



**COMMITTEE OF THE FULL BOARD (continued)**

- 4. Consideration of Instructional Materials Review and Approval Process Components**  
**(Board agenda page I-33)**

**COMMITTEE - DISCUSSION**  
**SBOE - NO ACTION**

This item provides an opportunity for the State Board of Education (SBOE) to consider the process and procedure for the new Instructional Materials Review and Approval (IMRA) process. Statutory authority is the Texas Education Code (TEC), §31.003(a) and §31.023, as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

- 5. Discussion Suitability of Instructional Materials**  
**(Board agenda page I-35)**

**COMMITTEE - DISCUSSION**  
**SBOE - NO ACTION**

This item provides the opportunity for the committee to discuss criteria to be used in the instructional materials review and approval process to determine suitability and appropriateness of instructional materials for the subject and grade level for which the materials are designed, as required by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023. Statutory authority is the Texas Education Code (TEC), §31.003 and §31.022 as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023.

**WEDNESDAY  
November 15, 2023**

**9:00 a.m.**

**COMMITTEE OF THE FULL BOARD – Room 1-104**

*Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE [Operating Rules](#) or in the information section of the agenda.*

**1. Commissioner's Comments  
([Board agenda page I-36](#))**

**COMMITTEE - DISCUSSION  
SBOE - NO ACTION**

This item provides an opportunity for the board to be briefed on current agenda items, agency operations, policy implementation, and public education-related legislation.

**2. Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, and Subchapter F, Business, Marketing, and Finance  
(Second Reading and Final Adoption)  
([Board agenda page I-37](#))**

**COMMITTEE - ACTION  
SBOE - ACTION**

This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.19, Career and Technical Education Project-Based Capstone (One Credit), Adopted 2023; §127.20, Career Preparation I (Two Credits), Adopted 2023; §127.21, Career Preparation II (Two Credits), Adopted 2023; and §127.22, Extended Career Preparation (One Credit), Adopted 2023; and Subchapter F, Business, Marketing, and Finance, §127.275, Entrepreneurship I (One Credit), Adopted 2023; §127.276, Entrepreneurship II (One Credit), Adopted 2023; §127.277, Practicum in Entrepreneurship (One Credit), Adopted 2023; and §127.278, Extended Practicum in Entrepreneurship (One Credit), Adopted 2023. The proposal would update the Texas Essential Knowledge and Skills (TEKS) to ensure the content of the courses remains current and would add TEKS for two new courses in entrepreneurship to support relevant and meaningful programs of study. This item also presents an opportunity for the board to consider changes to the course titles for Career Preparation I and II to clarify the differentiation between a course that aligns with a program of study and a more general course. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a) and (c), and 28.025(a).

**COMMITTEE OF THE FULL BOARD (continued)**

- 3. Public Hearing on Proposed Revisions to Career and Technical Education Texas Essential Knowledge and Skills in Agriculture, Food, and Natural Resources; Transportation, Distribution, and Logistics; and Science, Technology, Engineering, and Mathematics (Board agenda page I-64)**

**COMMITTEE - DISCUSSION  
SBOE – NO ACTION**

A public hearing before the State Board of Education (SBOE) is scheduled for Wednesday, November 15, 2023. Testimony will be presented regarding proposed revisions to the Texas Essential Knowledge and Skills (TEKS) for courses in the agribusiness, animal science, plant science, and aviation maintenance programs of study as well as two science, technology, engineering, and mathematics (STEM) courses that may satisfy science graduation requirements. In accordance with SBOE operating procedures, oral testimony will be limited to two minutes per person. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), and (j), and 28.025(a) and (b-2)(2).

- 4. Discussion of Proposed Revisions to Career and Technical Education Texas Essential Knowledge and Skills in Agriculture, Food, and Natural Resources; Transportation, Distribution, and Logistics; and Science, Technology, Engineering, and Mathematics (Board agenda page I-66)**

**COMMITTEE - DISCUSSION  
SBOE - NO ACTION**

This item provides the opportunity for the committee to discuss proposed revisions to career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) in agriculture, food, and natural resources; transportation, distribution, and logistics; and science, technology, engineering, and mathematics (STEM). The proposal would add new courses and update existing courses in the agribusiness, animal science, plant science, and aviation maintenance programs of study as well as revise two STEM courses that may satisfy science graduation requirements to ensure the content of the courses remains current and supports relevant and meaningful programs of study. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), and (j), and 28.025(a) and (b-2)(2).

**COMMITTEE OF THE FULL BOARD (continued)**

5. **Discussion of Proposed New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.52, Ethnic Studies: American Indian/Native Studies ([Board agenda page I-261](#))**

**COMMITTEE - DISCUSSION  
SBOE – NO ACTION**

This item provides the opportunity for the committee to discuss proposed new 19 Texas Administrative Code (TAC) Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.52, Ethnic Studies: American Indian/Native Studies, to add Texas Essential Knowledge and Skills (TEKS) for a new ethnic studies course in American Indian/Native studies. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a) and (c); and 28.025(a).

6. **Update on Texas Essential Knowledge and Skills (TEKS) Review** ([Board agenda page I-263](#))

**COMMITTEE - ACTION  
SBOE - ACTION**

This item provides the opportunity for staff to present an update on the review of the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and for the board to provide additional guidance to TEKS review and ELPS work groups. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and (c), 28.025(a), and 29.051.

7. **Discussion of the *Long-Range Plan for Public Education*** ([Board agenda page I-266](#))

**COMMITTEE - DISCUSSION  
SBOE - NO ACTION**

This item provides the opportunity for the committee to discuss options and timelines for updating the State Board of Education *Long-Range Plan for Public Education*. Statutory authority is the Texas Education Code (TEC), §7.102(c)(1) and §32.001(a)(1)-(4).

**COMMITTEE OF THE FULL BOARD (continued)**

8. **Proposed Amendment to 19 TAC Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter B, Middle School, §112.26(b)(11)(A), Science, Grade 6, Adopted 2021**  
**(First Reading and Filing Authorization)**  
**(Board agenda page I-267)**

**COMMITTEE - ACTION**  
**SBOE – ACTION**

This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter B, Middle School, §112.26(b)(11)(A), Science, Grade 6, Adopted 2021. The proposed amendment would correct punctuation errors in one student expectation. Statutory authority is the Texas Education Code (TEC), §7.102(c)(4) and §28.002(a) and (c).

9. **Discussion of Pending Litigation**  
**(Board agenda page I-272)**

**COMMITTEE - DISCUSSION**  
**SBOE - NO ACTION**

The State Board of Education (SBOE) may enter into executive session in accordance with the Texas Government Code, §551.071(1)(A), to discuss pending and contemplated litigation with the general counsel, legal staff, and, if necessary, attorney(s) from the Attorney General's Office. The Committee of the Full Board will meet in Room 1-103 to discuss this item and any litigation arising after the date of posting or reasonably contemplated as of the date of the board meeting.

**THURSDAY  
November 16, 2023**

**9:00 a.m.**

**COMMITTEE ON INSTRUCTION – Room 1-100**

**Members: Audrey Young, chair; Evelyn Brooks, vice chair; Aicha Davis; Pam Little; and Melissa Ortega. A quorum of the State Board of Education may attend the committee meeting and discuss items on the committee agenda.**

*Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE [Operating Rules](#) or in the information section of the agenda.*

- 1. Proposed Amendment to 19 TAC, Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs (Second Reading and Final Adoption) ([Board agenda page II-1](#))**

**COMMITTEE - ACTION  
SBOE - ACTION**

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, 74.27, Innovative Courses and Programs. The proposed amendment would update innovative course application and approval requirements. Changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §28.002(f).

- 2. Discussion of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.38, Requirements for Instruction in Cardiopulmonary Resuscitation (CPR) ([Board agenda page II-7](#))**

**COMMITTEE - DISCUSSION  
SBOE - NO ACTION**

This item provides the opportunity for the committee to discuss a proposed amendment to 19 Texas Administrative Code (TAC), Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.38, Requirements for Instruction in Cardiopulmonary Resuscitation (CPR), to align with the requirements of House Bill (HB) 4375, 88th Texas Legislature, Regular Session, 2023. The proposal would require instruction in the use of an automated external defibrillator (AED) in addition to instruction in CPR for student in Grades 7-12. Statutory authority is Texas Education Code, §28.0023, as amended by HB 4375, 88th Texas Legislature, Regular Session, 2023.

**COMMITTEE ON INSTRUCTION (continued)**

- 3. Approval of Updates and Substitutions to Adopted Instructional Materials**  
**(Board agenda page II-10)**

**COMMITTEE - ACTION**  
**SBOE - CONSENT**

This item provides the opportunity for the committee and board to approve update and/or substitution requests received since the last board meeting. The updated content has been reviewed by subject-area specialists and determined to address the pertinent student expectations in a manner equal to the content initially reviewed and approved by the state review panel. Statutory authority is the Texas Education Code (TEC), §31.003 and §31.022.

- 4. Discussion of Proposed Updates to the *Texas State Plan for the Education of Gifted/Talented Students***  
**(Board agenda page II-12)**

**COMMITTEE - DISCUSSION**  
**SBOE - NO ACTION**

This item provides the opportunity for staff to report to the committee on the process to update the *Texas State Plan for the Education of Gifted/Talented Students* (State Plan). Statutory authority is the Texas Education Code (TEC), §7.102(c)(15) and §29.123.

**THURSDAY**  
**November 16, 2023**  
**10:00 a.m. or upon adjournment of the PSF Corporation Meeting**

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND – Room 1-104**

**Members: Tom Maynard, chair; Marisa Perez-Diaz, vice chair; Keven Ellis; Patricia Hardy; Aaron Kinsey. A quorum of the State Board of Education may attend the committee meeting and discuss items on the committee agenda. A quorum of the Committee of Investment Advisors to the Permanent School Fund may attend the committee meeting and discuss items on the committee agenda.**

*Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE [Operating Rules](#) or in the information section of the agenda.*

- 1. Approval of Costs to Administer the 2023–2024 State-Developed Assessments to Private School Students**  
**(Board agenda page III-1)**

**COMMITTEE - ACTION**  
**SBOE - CONSENT**

Texas Education Code, §39.033, allows a private school to voluntarily assess its students with the State of Texas Assessments of Academic Readiness (STAAR®) and the Texas English Language Proficiency Assessment System (TELPAS) assessments. The State Board of Education (SBOE) must approve the per-student cost to private schools, which may not exceed the cost of administering the same assessment to a student enrolled in a public-school district. This item requests approval of these costs for the 2023–2024 school year. Statutory authority is the Texas Education Code (TEC), §39.033.

- 2. Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide**  
**(First Reading and Filing Authorization)**  
**(Board agenda page III-5)**

**COMMITTEE - ACTION**  
**SBOE - CONSENT**

This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide. The proposed amendment would adopt by reference the updated *Financial Accountability System Resource Guide* (FASRG), which would include allowable costs for dyslexia and related disorders added by House Bill (HB) 3928, 88th Texas Legislature, Regular Session, 2023. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(32), 44.007(a)-(d), and 44.008(b).



**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND (continued)**

3. **Adoption of Rule Review of 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, and Subchapter B, Texas Permanent School Fund Corporation Rules**  
**(Board agenda page III-11)**

**COMMITTEE – ACTION  
SBOE - CONSENT**

Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the adoption of review of 19 Texas Administrative Code (TAC) Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, and Subchapter B, Texas Permanent School Fund Corporation Rules. Subchapter A establishes distributions to the Available School Fund, SBOE duties related to the Texas Permanent School Fund (PSF) Corporation, ethical standards for SBOE members, the Bond Guarantee Program (BGP), and compliance with Securities and Exchange Commission (SEC) Rule 15c2-12 related to BGP disclosure as required by the Texas Constitution, Article VII, §5(a) and (f), and the Texas Education Code (TEC), Chapter 43. Subchapter B addresses the term length of SBOE members on the board of directors of the Texas PSF Corporation as required by TEC, §43.053. The statutory authority for the rule review is TGC, §2001.039. The statutory authority for 19 TAC Chapter 33, Subchapter A, is Texas Constitution, Article VII, §5(a) and §5(f); TEC, §43.001 and §43.0031; and Senate Bill (SB) 1232, 87th Texas Legislature, Regular Session, 2021. The statutory authority for 19 TAC Chapter 33, Subchapter B, is Texas Constitution, Article VII, §5(a) and §5(f); and TEC, §43.001 and §43.053.

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND (continued)**

4. **Proposed Amendment to 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, §33.2, Distributions to the Available School Fund (First Reading and Filing Authorization)**  
**(Board agenda page III-41)**

**COMMITTEE - ACTION  
SBOE - CONSENT**

This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, §33.2, Distributions to the Available School Fund. The proposed amendment would reinsert information related to the Permanent School Fund (PSF) distribution policy that was mistakenly repealed when 19 TAC Chapter 33 was revised to implement Senate Bill (SB) 1232, 87th Texas Legislature, Regular Session, 2021. Statutory authority is the Texas Constitution, Article VII, §5(a)(2) and (f).

**THURSDAY**  
**November 16, 2023**

**9:00 a.m.**

**COMMITTEE ON SCHOOL INITIATIVES – Room 1-111**

**Members: Will Hickman, chair; LJ Francis, vice chair; Rebecca Bell-Metereau; Staci Childs; Julie Pickren. A quorum of the State Board of Education may attend the committee meeting and discuss items on the committee agenda.**

*Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE [Operating Rules](#) or in the information section of the agenda.*

- |                                                                                                               |                                                          |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| <b>1. Open-Enrollment Charter School Generation 29 Application Updates</b><br><b>(Board agenda page IV-1)</b> | <b>COMMITTEE - DISCUSSION</b><br><b>SBOE - NO ACTION</b> |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|

This item provides an opportunity for the committee to receive updates regarding the Generation 29 Open-Enrollment Charter Application cycle. Statutory authority is the Texas Education Code (TEC), §12.101.

- |                                                                                                                                                                  |                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <b>2. Review of Proposed Amendments to 19 TAC Chapter 229, <u>Accountability System for Educator Preparation Programs</u></b><br><b>(Board agenda page IV-2)</b> | <b>COMMITTEE - ACTION</b><br><b>SBOE - ACTION</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would propose amendments to 19 Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation Programs. Chapter 229 establishes the performance standards and procedures for educator preparation program (EPP) accountability. The proposed amendments would provide for adjustments to the 2022–2023 *Accountability System for Educator Preparation (ASEP) Manual*, would clarify the system for accreditation assignments, would clarify provisions for continuing approval reviews, and would include technical updates. The statutory authority for 19 TAC Chapter 229 is the Texas Education Code (TEC), §§21.041(a), (b)(1), and (d); 21.043(b) and (c); 21.0441(c) and (d); 21.0443; 21.045; 21.0451; and 21.0452.

**COMMITTEE ON SCHOOL INITIATIVES** (continued)

3. **Discussion of Ongoing State Board for Educator Certification Activities**  
**(Board agenda page IV-58)**

**COMMITTEE - DISCUSSION**  
**SBOE – NO ACTION**

This item provides an opportunity for the committee to receive updates on current and upcoming State Board for Educator Certification (SBEC) activities and proposed SBEC rules and amendments. Statutory authority is the Texas Education Code (TEC), §§21.031, 21.035, 21.041, and 21.042.

4. **Discussion of Proposed Amendments to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.2 Nomination of Trustees for Military Reservation School Districts and Boys Ranch Independent School District**  
**(Board agenda page IV-60)**

**COMMITTEE - DISCUSSION**  
**SBOE - NO ACTION**

This item provides an opportunity for the committee to discuss a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.2 Nomination of Trustees for Military Reservation School Districts and Boys Ranch Independent School District. The proposed amendment would reflect changes made by House Bill (HB) 4210, 88th Texas Legislature, Regular Session, 2023, to the State Board of Education's (SBOE's) process for appointing trustees for military reservation districts. Statutory authority is the Texas Education Code (TEC), §11.352, as amended by HB 4210, 88th Texas Legislature, Regular Session, 2023.

5. **Discussion of Proposed Amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members**  
**(Board agenda page IV-64)**

**COMMITTEE - DISCUSSION**  
**SBOE – NO ACTION**

This item provides an opportunity for the committee to discuss a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members. The proposed amendment would update the requirements to be a provider of school board member training. Statutory authority is the Texas Education Code (TEC), §11.159.

**COMMITTEE ON SCHOOL INITIATIVES (continued)**

- 6. Discussion of Revisions to Required School Safety Training for School District Trustees**  
**(Board agenda page IV-71)**

**COMMITTEE - DISCUSSION**  
**SBOE - NO ACTION**

This item provides an opportunity for the committee to discuss revisions and provide feedback to the school safety training curriculum for school district trustees. Statutory authority is the Texas Education Code (TEC), 11.159(b-1).

## **Information Materials**

- 1. State Board of Education Operating Rules (amended February 2, 2023)**  
*Public testimony information begins on page V-8.*  
**(Board agenda page V-1)**
  
- 2. 2021-2025 Rule Review Plan for State Board of Education Rules**  
**(Board agenda page V-27)**

This item outlines the rule review plan for State Board of Education (SBOE) rules during the period of September 2021 through August 2025. Texas Government Code (TGC), §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement in TGC, §2001.039, is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

**CONSENT AGENDA  
STATE BOARD OF EDUCATION  
November 17, 2023**

**(1) Approval of Updates and Substitutions to Adopted Instructional Materials**

This item provides the opportunity for the committee and board to approve update and/or substitution requests received since the last board meeting. The updated content has been reviewed by subject-area specialists and determined to address the pertinent student expectations in a manner equal to the content initially reviewed and approved by the state review panel. Statutory authority is the Texas Education Code (TEC), §31.003 and §31.022.

(Agenda Exhibit) ..... II-10

**(2) Approval of Costs to Administer the 2023–2024 State-Developed Assessments to Private School Students**

Texas Education Code, §39.033, allows a private school to voluntarily assess its students with the State of Texas Assessments of Academic Readiness (STAAR®) and the Texas English Language Proficiency Assessment System (TELPAS) assessments. The State Board of Education (SBOE) must approve the per-student cost to private schools, which may not exceed the cost of administering the same assessment to a student enrolled in a public-school district. This item requests approval of these costs for the 2023–2024 school year. Statutory authority is the Texas Education Code (TEC), §39.033.

(Agenda Exhibit) ..... III-1

**(3) Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide (First Reading and Filing Authorization)**

This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide. The proposed amendment would adopt by reference the updated *Financial Accountability System Resource Guide* (FASRG), which would include allowable costs for dyslexia and related disorders added by House Bill (HB) 3928, 88th Texas Legislature, Regular Session, 2023. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(32), 44.007(a)-(d), and 44.008(b).

(Agenda Exhibit) ..... III-5

(4) **Adoption of Rule Review of 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, and Subchapter B, Texas Permanent School Fund Corporation Rules**

Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the adoption of review of 19 Texas Administrative Code (TAC) Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, and Subchapter B, Texas Permanent School Fund Corporation Rules. Subchapter A establishes distributions to the Available School Fund, SBOE duties related to the Texas Permanent School Fund (PSF) Corporation, ethical standards for SBOE members, the Bond Guarantee Program (BGP), and compliance with Securities and Exchange Commission (SEC) Rule 15c2-12 related to BGP disclosure as required by the Texas Constitution, Article VII, §5(a) and (f), and the Texas Education Code (TEC), Chapter 43. Subchapter B addresses the term length of SBOE members on the board of directors of the Texas PSF Corporation as required by TEC, §43.053. The statutory authority for the rule review is TGC, §2001.039. The statutory authority for 19 TAC Chapter 33, Subchapter A, is Texas Constitution, Article VII, §5(a) and §5(f); TEC, §43.001 and §43.0031; and Senate Bill (SB) 1232, 87th Texas Legislature, Regular Session, 2021. The statutory authority for 19 TAC Chapter 33, Subchapter B, is Texas Constitution, Article VII, §5(a) and §5(f); and TEC, §43.001 and §43.053.

(Agenda Exhibit) ..... III-11

(5) **Proposed Amendment to 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, §33.2, Distributions to the Available School Fund (First Reading and Filing Authorization)**

This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, §33.2, Distributions to the Available School Fund. The proposed amendment would reinsert information related to the Permanent School Fund (PSF) distribution policy that was mistakenly repealed when 19 TAC Chapter 33 was revised to implement Senate Bill (SB) 1232, 87th Texas Legislature, Regular Session, 2021. Statutory authority is the Texas Constitution, Article VII, §5(a)(2) and (f).

(Agenda Exhibit) ..... III-41



**OFFICIAL AGENDA**

**STATE BOARD OF EDUCATION  
AUSTIN, TEXAS**

**November 17, 2023  
9:00 a.m.**

**William B. Travis Building, Room 1-104  
1701 N. Congress Avenue**

**Student Performance**

**Invocation**

**Pledge of Allegiance**

**Roll Call**

**Approval of Minutes**

**State Board of Education, September 1, 2023**

**1. Resolutions**

Resolution honoring the 2023 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) state finalists

Resolution honoring the winners of the 2023 National History Day contest

*Public testimony – Individual testimony will be taken at the time the related item comes up for Committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE [Operating Rules](#) or in the information section of the agenda.*

**2. Approval of Consent Agenda**

*Any agenda item may be placed on the Consent Agenda by any State Board of Education committee.*

[\(Agenda Exhibit\)](#) ..... 18

**COMMITTEE OF THE FULL BOARD**

**3. Report from the Commissioner of Education Regarding Instructional Materials Offered for Adoption under *Proclamation 2024***

This item provides the opportunity for the State Board of Education to adopt materials submitted for review in response to *Proclamation 2024*. The State Board of Education issued *Proclamation 2024* in April 2022, calling for instructional materials for science, technology applications, specified career and technical education courses, and Personal Financial Literacy and Economics. All materials submitted in response to *Proclamation 2024* were reviewed for standards alignment in the summer 2023. Additionally, reviews through the Texas Resource Review began in May 2023 for materials submitted for science. This item presents the final report from the commissioner of education regarding the coverage of the Texas Essential Knowledge and Skills (TEKS), alleged factual errors, and the final reports from the Texas Resource Review. Statutory authority is the Texas Education Code (TEC), §31.022 and §31.023.

(Agenda Exhibit) ..... I-1

**4. Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, and Subchapter F, Business, Marketing, and Finance (Second Reading and Final Adoption)**

This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.19, Career and Technical Education Project-Based Capstone (One Credit), Adopted 2023; §127.20, Career Preparation I (Two Credits), Adopted 2023; §127.21, Career Preparation II (Two Credits), Adopted 2023; and §127.22, Extended Career Preparation (One Credit), Adopted 2023; and Subchapter F, Business, Marketing, and Finance, §127.275, Entrepreneurship I (One Credit), Adopted 2023; §127.276, Entrepreneurship II (One Credit), Adopted 2023; §127.277, Practicum in Entrepreneurship (One Credit), Adopted 2023; and §127.278, Extended Practicum in Entrepreneurship (One Credit), Adopted 2023. The proposal would update the Texas Essential Knowledge and Skills (TEKS) to ensure the content of the courses remains current and would add TEKS for two new courses in entrepreneurship to support relevant and meaningful programs of study. This item also presents an opportunity for the board to consider changes to the course titles for Career Preparation I and II to clarify the differentiation between a course that aligns with a program of study and a more general course. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a) and (c), and 28.025(a).

(Agenda Exhibit) ..... I-37

**5. Update on Texas Essential Knowledge and Skills (TEKS) Review**

This item provides the opportunity for staff to present an update on the review of the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and for the board to provide additional guidance to TEKS review and ELPS work groups. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and (c), 28.025(a), and 29.051.

(Agenda Exhibit) ..... I-263

**6. Proposed Amendment to 19 TAC Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter B, Middle School, §112.26(b)(11)(A), Science, Grade 6, Adopted 2021 (First Reading and Filing Authorization)**

This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter B, Middle School, §112.26(b)(11)(A), Science, Grade 6, Adopted 2021. The proposed amendment would correct punctuation errors in one student expectation. Statutory authority is the Texas Education Code (TEC), §7.102(c)(4) and §28.002(a) and (c).

(Agenda Exhibit) ..... I-267

**COMMITTEE ON INSTRUCTION**

**7. Proposed Amendment to 19 TAC, Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs (Second Reading and Final Adoption)**

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, 74.27, Innovative Courses and Programs. The proposed amendment would update innovative course application and approval requirements. Changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §28.002(f).

(Agenda Exhibit) ..... II-1

**COMMITTEE ON SCHOOL INITIATIVES**

**8. Review of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs**

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would propose amendments to 19 Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation Programs. Chapter 229 establishes the performance standards and procedures for educator preparation program (EPP) accountability. The proposed amendments would provide for adjustments to the 2022–2023 *Accountability System for Educator Preparation (ASEP) Manual*, would clarify the system for accreditation assignments, would clarify provisions for continuing approval reviews, and would include technical updates. The statutory authority for 19 TAC Chapter 229 is the Texas Education Code (TEC), §§21.041(a), (b)(1), and (d); 21.043(b) and (c); 21.0441(c) and (d); 21.0443; 21.045; 21.0451; and 21.0452.

(Agenda Exhibit) ..... IV-2

**REPORTS OF COMMITTEES REGARDING AGENDA ITEMS POSTED FOR DISCUSSION ON COMMITTEE AGENDAS**

Committee chairs may provide an update about discussion items considered during the current meeting by any standing committee or ad hoc committee.

**REPORTS OF OTHER STATE BOARD OF EDUCATION MEMBERS REGARDING AGENDA ITEMS AND EDUCATIONAL ACTIVITIES AND CONCERNS IN INDIVIDUAL DISTRICTS**

Members of the State Board of Education may present information regarding agenda items or other relevant information about public education.

**Information Materials**

- 1. State Board of Education Operating Rules (amended February 2, 2023)**  
*Public testimony information begins on page V-10.*  
**(Board agenda page V-1)**
  
- 2. 2021-2025 Rule Review Plan for State Board of Education Rules**  
**(Board agenda page V-27)**

This item outlines the rule review plan for State Board of Education (SBOE) rules during the period of September 2021 through August 2025. Texas Government Code (TGC), §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement in TGC, §2001.039, is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

# **COMMITTEE OF THE FULL BOARD**

**Report from the Commissioner of Education Regarding Instructional Materials Offered for Adoption under *Proclamation 2024***

November 17, 2023

**COMMITTEE OF THE FULL BOARD: ACTION**  
**STATE BOARD OF EDUCATION: ACTION**

**SUMMARY:** This item provides the opportunity for the State Board of Education (SBOE) to adopt materials submitted for review in response to *Proclamation 2024*. The SBOE issued *Proclamation 2024* in April 2022, calling for instructional materials for science, technology applications, specified career and technical education courses, and Personal Financial Literacy and Economics. All materials submitted in response to *Proclamation 2024* were reviewed for standards alignment in the summer 2023. Additionally, reviews through the [Texas Resource Review](#) began in May 2023 for materials submitted for science. This item presents the final report from the commissioner of education regarding the coverage of the Texas Essential Knowledge and Skills (TEKS), alleged factual errors, and the final reports from the Texas Resource Review.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), [§31.022](#) and [§31.023](#).

TEC, §31.022(a), requires the SBOE to adopt a list of instructional materials that meet applicable physical specifications and contain material covering at least half of the applicable TEKS in the student version and in the teacher version.

TEC, §31.023(b), requires that each instructional material on the list must be free from factual errors, suitable for the subject and grade level for which the instructional material was submitted, and reviewed by academic experts in the subject and grade level for which the instructional material was submitted.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**BACKGROUND INFORMATION AND JUSTIFICATION:** *Proclamation 2024* was issued by the SBOE in April 2022. Amendments to *Proclamation 2024* were approved at the September 2023 SBOE meeting. The board ratified amendments to the schedule of adoption procedures in *Proclamation 2024* of the State Board of Education Advertising for Bids for Instructional Materials.

The review of *Proclamation 2024* instructional materials concluded in September 2023.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Require that all publishers make corrections listed in the *Proclamation 2024 Report of Required Corrections*, the *Report of New Content*, and the *Report of Editorial Changes*;

Require that all instructional materials meet established manufacturing standards and specifications;

Require that all electronic instructional materials comply with the Web Content Accessibility Guidelines, Level 2.1 AA and the technical standards required by the Federal Rehabilitation Act, Section 508;

Approve changes and corrections submitted in response to written comments and public testimony; and

Place instructional materials submitted for adoption on the adopted list as indicated on the Proclamation 2024 *List of Instructional Materials Eligible for Adoption*.

**Staff Members Responsible:**

Colin Dempsey, Director, District Operations, Technology & Sustainability Supports

Amie Williams, Director, Instructional Materials Review and Approval, District Operations, Technology, & Sustainability Supports

**Attachment I:**

[Proclamation 2024](#)

**Attachment II:**

[Proclamation 2024 \*List of Instructional Materials Eligible for Adoption\*](#)

**Attachment III:**

[Texas Resource Review Reports: K-8](#)

**Attachment IV:**

[Texas Resource Review Reports: High School](#)

**Separate Exhibit I:**

Proclamation 2024 *Report of Required Corrections*

**Separate Exhibit II:**

Proclamation 2024 *Report of Editorial Changes*

**Separate Exhibit III:**

Proclamation 2024 *Report New Content*

**Rule Review of 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, Subchapter A, General Provisions, Subchapter B, State Adoption of Instructional Materials, and Subchapter C, Local Operations**

**November 14, 2023**

**COMMITTEE OF THE FULL BOARD: DISCUSSION  
STATE BOARD OF EDUCATION: NO ACTION**

**SUMMARY:** Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the review of 19 Texas Administrative Code (TAC) Chapter 66, State Adoption and Distribution of Instructional Materials, Subchapter A, General Provisions, Subchapter B, State Adoption of Instructional Materials, and Subchapter C, Local Operations. The rules being reviewed establish procedures for the adoption, purchase, and distribution of instructional materials.

**STATUTORY AUTHORITY:** The statutory authority for the rule review is [TGC, §2001.039](#). The statutory authority for 19 TAC Chapter 66, Subchapters A–C, is Texas Education Code ([TEC](#)), [§31.003\(a\)](#), as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

TGC, §2001.039, requires all state agencies to review their rules at least once every four years.

TEC, §31.003(a), as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**FUTURE ACTION EXPECTED:** The rule review of 19 TAC Chapter 66, Subchapters A–C, will be presented to the SBOE for adoption at the January-February 2024 board meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** Rules in 19 TAC Chapter 66, Subchapter A, outline general provisions for instructional materials such as manufacturing standards and specifications and administrative penalties for violations of statute. Subchapter B addresses the adoption of instructional materials, covering topics such as proclamation, public notice, and schedule for adopting instructional materials; requirements for publisher participation; procedures for handling of samples and public access to samples; public comment on instructional materials; adding content during panel review and during the public comment period; and updates to adopted instructional materials. Subchapter C specifies requirements for publishers to provide each school district with certain information about materials submitted for adoption and outlines the district's responsibility in selecting and maintaining instructional materials.

HB 1605, 88th Texas Legislature, Regular Session, 2023, implemented significant changes to the instructional materials review and adoption process. Existing rules in Chapter 66, Subchapters A–C, will continue to apply to instructional materials adopted under Proclamation 2024 and before. TEA anticipates presenting for SBOE consideration new rules to implement the changes made by HB 1605, and the new rules would apply to all future calls for instructional materials.



**ANTICIPATED REVISIONS TO RULES:** Due to HB 1605 and its implementation, SBOE rulemaking in 19 TAC Chapter 66, Subchapters A–C, may be needed in the future.

**PUBLIC COMMENTS:** The Texas Education Agency (TEA) plans to file the review of 19 TAC Chapter 66, Subchapters A–C, with the Texas Register following the November 2023 SBOE meeting. TEA will accept comments as to whether reasons for adopting 19 TAC Chapter 66, Subchapters A–C, continue to exist. The public comment period on the proposed rule review begins December 22, 2023, and ends at 5:00 p.m. on January 22, 2024. The SBOE will take registered oral and written comments on this item at the appropriate committee meeting in January-February 2024 in accordance with the SBOE operating policies and procedures.

The filing of the notice of proposed review soliciting comments as to whether the reason for adoption continues to exist would not preclude any amendments that may be proposed at different dates through a separate rulemaking process.

**Staff Member Responsible:**

Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

**Attachment:**

Text of 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, Subchapter A, General Provisions, Subchapter B, State Adoption of Instructional Materials, and Subchapter C, Local Operations

**ATTACHMENT**  
**Text of 19 TAC**

**Chapter 66. State Adoption and Distribution of Instructional Materials**

**Subchapter A. General Provisions**

**§66.4. Requirement for Registers.**

- (a) A register shall be kept by the commissioner of education and appropriate staff of the Texas Education Agency (TEA) to record all personal contacts with publishers, their representatives, agents, authors, consultants, editors, depositories, or any other person who has received or expects to receive any money, thing of value, or financial benefit for an appearance; or contact regarding any instructional materials submitted and being considered for State Board of Education (SBOE) approval.
- (b) Publishers shall file with the commissioner of education, on or before a date specified in the schedule of adoption procedures in each proclamation, a register indicating all visits, meetings, or contacts with SBOE members, including the date, time, location, and purpose of the communication.

*Statutory Authority: The provisions of this §66.4 issued under the Texas Education Code, §§7.102, 31.003, 31.005, 31.030, and 31.151.*

*Source: The provisions of this §66.4 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective February 22, 2010, 35 TexReg 1454; amended to be effective May 5, 2016, 41 TexReg 3137.*

**§66.10. Procedures Governing Violations of Statutes--Official Complaints.**

- (a) An official complaint alleging a violation of the Texas Education Code (TEC), §31.151, or a rule implementing that section, for an instructional material adopted by the State Board of Education (SBOE) shall be filed with the commissioner of education. An official complaint shall be made on a form prescribed by the commissioner of education.
- (b) The complaint form shall require:
  - (1) a citation to the specific provision under the TEC, §31.151, or rule for which a violation is alleged;
  - (2) identification of the publisher or manufacturer responsible for the alleged violation;
  - (3) facts showing that a likely violation has occurred such as identification of the particular instructional material and page number where each alleged error occurs; and
  - (4) signature and contact information of the person complaining of the alleged violation.
- (c) If a complainant fails to submit a properly completed complaint form after being given an opportunity to make corrections, the allegations will not be reviewed by the commissioner of education and will not be submitted to the SBOE.
- (d) An allegation of a factual error in instructional materials currently under consideration by the SBOE for adoption may not be submitted as an official complaint but must be submitted to the SBOE in accordance with relevant provisions in this chapter.
- (e) After investigating an official complaint or an allegation brought forward by the Texas Education Agency (TEA) staff, the commissioner of education shall recommend to the SBOE in writing whether to hold a hearing concerning an administrative penalty under the TEC, §31.151.
- (f) The commissioner of education shall provide the recommendation to the complainant, if any; the publisher or manufacturer accused of the alleged violation; and members of the SBOE.
- (g) If the SBOE receives a recommendation under subsection (f) of this section, the SBOE chair may include the item for consideration on a future SBOE agenda. If the item is placed on the agenda, TEA staff will present the recommendation.
- (h) Upon a vote by the SBOE that a hearing shall be held to determine whether a penalty should be assessed, a hearing will be heard before the State Office of Administrative Hearing in accordance with Chapter 157 of

this title (relating to Hearings and Appeals). The SBOE shall request either the commissioner of education or the Attorney General to present the case before the State Office of Administrative Hearings.

- (i) If the parties before the State Office of Administrative Hearings come to an agreement for settling the case, the issue of whether the agreement should be accepted will be placed on a future SBOE agenda.

*Statutory Authority: The provisions of this §66.10 issued under the Texas Education Code, §§7.102, 31.003, 31.005, 31.030, and 31.151.*

*Source: The provisions of this §66.10 adopted to be effective May 5, 2016, 41 TexReg 3137.*

#### **§66.15. Administrative Penalty.**

- (a) Under the Texas Education Code (TEC), §31.151(b), the State Board of Education (SBOE) may assess a reasonable administrative penalty against a publisher or manufacturer found in violation of a provision of the TEC, §31.151(a). The SBOE shall assess an administrative penalty under this section only for a violation based upon an instructional material adopted by the SBOE. An administrative penalty shall be assessed only after the SBOE has granted the publisher or manufacturer a hearing in accordance with the TEC, §31.151; the Administrative Procedure Act; Chapter 157, Subchapter A, of this title (relating to General Provisions for Hearings Before the State Board of Education); and this chapter.
- (b) The SBOE may assess an administrative penalty against a publisher or manufacturer who violates the TEC, §31.151(a)(1), or a rule implementing that provision, including assessing an administrative penalty against a publisher or manufacturer who offers an instructional material in this state at a higher price than that offered to any other state, public school, or school district in the United States. A publisher or manufacturer does not violate this provision if within 60 days of the sale at a higher price, the publisher or manufacturer provides a refund in the incremental amount of the lower price compared to the purchase price to all Texas public schools that previously purchased the same instructional material at a higher price and enters into a written agreement with the Texas Education Agency (TEA) to offer the instructional material at the lower price to any Texas public school. An action under this subsection may only be taken for differential pricing that occurs between the time when a public school may start entering orders for a particular school year until the time when a public school may start entering orders for the subsequent school year.
- (c) The SBOE may assess an administrative penalty against a publisher or manufacturer who violates the TEC, §31.151(a)(2), or a rule implementing that provision. A publisher or manufacturer does not violate this provision if within 60 days of the sale at a lower price, the publisher or manufacturer provides a refund in the incremental amount of the lower price compared to the original purchase price to all Texas public schools that previously purchased the same instructional material. An action under this subsection may only be taken for differential pricing that occurs between the time when a public school may start entering orders for a particular school year until the time when a public school may start entering orders for the subsequent school year.
- (d) The SBOE may assess an administrative penalty against a publisher or manufacturer who violates the TEC, §31.151(a)(3), or a rule implementing that provision. A publisher or manufacturer does not violate this provision if within 60 days of dissemination of instructional materials or ancillary items free of charge, the publisher or manufacturer provides a refund of the purchase to all Texas public schools that previously purchased the same instructional material and enters into a written agreement with the TEA that the ancillary items will be provided free of charge if any Texas public school buys the instructional material at issue.
- (e) The SBOE may assess an administrative penalty against a publisher or manufacturer who violates the TEC, §31.151(a)(4), or a rule implementing that provision. A publisher or manufacturer does not violate this provision if within 60 days of dissemination of instructional materials of higher quality, the publisher or manufacturer provides new copies of the higher quality instructional material at no charge or, with the public school consent, a refund equivalent to the price of the lower quality material to all Texas public schools that previously purchased the same instructional material.
- (f) The SBOE may assess an administrative penalty against a publisher or manufacturer who violates the TEC, §31.151(a)(4) or (9), or a rule implementing those provisions, including:

- (1) an administrative penalty for selling instructional materials with factual errors. The SBOE may assess an administrative penalty against a publisher or manufacturer of instructional materials who sells instructional materials that have been adopted by the SBOE and contain factual errors unless, within 60 days of knowledge of the factual error, the publisher or manufacturer corrects the factual error, including revising web-based instructional materials, providing corrective materials to public schools that have received material containing the factual error, and ensuring no further distribution of materials occurs without correction of the error; or
  - (2) an administrative penalty for failure to correct factual errors. The SBOE may assess an administrative penalty against a publisher or manufacturer who fails to correct a factual error, including:
    - (A) failure to correct a factual error identified in the list of corrections submitted by a publisher under §66.28(c)(11) of this title (relating to Requirements for Publisher Participation);
    - (B) failure to correct a factual error identified in the report of the commissioner of education under §66.63(e) of this title (relating to Report of the Commissioner of Education) and required by the SBOE; or
    - (C) failure to correct a factual error identified and required by the SBOE prior to the adoption of the instructional material.
  - (3) an administrative penalty for a factual error in an instructional material that occurs through updates to the materials by the publisher when the updates did not comply with requirements for updating materials, including the requirements under §66.75 of this title (relating to Updates to Adopted Instructional Materials) and §66.76 of this title (relating to New Editions of Adopted Instructional Materials). Penalties imposed under this paragraph shall:
    - (A) not be subject to penalty limitations imposed by subsection (h) of this section or any other section of this title;
    - (B) be of a sufficient amount to deter future violations; and
    - (C) be based on a timeframe beginning at the time the factual error first appeared in instructional materials delivered to a public school, unless mitigating circumstances suggest otherwise.
- (g) For purposes of this section:
- (1) a factual error shall be defined as a verified error of fact or any error that would interfere with student learning. The context, including the intended student audience and grade level appropriateness, shall be considered;
  - (2) a factual error repeated in a single item or contained in both the student and teacher components of instructional material shall be counted once for the purpose of determining penalties. An identical error in materials with multiple components and formats shall be counted as one error; and
  - (3) a penalty may be assessed for failure to correct a factual error identified in the list of corrections submitted by a publisher under §66.28(c)(11) of this title or for failure to correct a factual error identified in the report of the commissioner of education under §66.63(a) of this title and required by the SBOE. The publisher shall identify errata in an appropriate manner.
- (h) For purposes of subsection (f)(2) of this section, a penalty of \$5,000 shall be assessed for each failure to correct a factual error:
- (1) after the deadline established in the proclamation by which publishers must have submitted corrected samples of adopted instructional materials for violations of subsection (f)(2)(A) of this section; or
  - (2) prior to distribution to public schools after the SBOE has identified the factual error for violations of subsection (f)(2)(B) and (C) of this section.

- (i) The SBOE may assess an administrative penalty against a publisher or manufacturer who violates the TEC, §31.151(a)(5), or a rule implementing those provisions.
- (j) The SBOE may assess an administrative penalty against a publisher or manufacturer who violates the TEC, §31.151(a)(6), (7), or (8), or a rule implementing those provisions, including:
  - (1) a penalty for failure to deliver adopted instructional materials, including teacher components, in a timely manner or in the quantities the school district or open-enrollment charter school is eligible to receive as specified in the publisher's bid; and
  - (2) a penalty for failure to deliver adopted instructional materials, including teacher components, in accordance with provisions in the contracts if the failure extends beyond 45 days.
- (k) The SBOE may assess an administrative penalty against a publisher or manufacturer who fails to maintain a website or provide a suitable alternative for conveying the information in the website, or who otherwise fails to meet the requirements of §66.29 of this title (relating to Websites in State-Adopted Instructional Materials).
- (l) The SBOE may, if circumstances warrant, waive or vary penalties contained in this section for first or subsequent violations based on the seriousness of the violation, any history of a previous violation or violations, the amount necessary to deter a future violation, any effort to correct the violation, and any other matter justice requires.
- (m) Each affected publisher shall issue credit to the TEA in the amount of any penalty imposed under the provisions of this section. When circumstances warrant it, the TEA is authorized to require payment of penalties in cash within ten days. Each affected publisher who pays a fine for failure to deliver adopted instructional materials in a timely manner will not be subject to the liquidated damages provision in the publisher's contract for the same failure to deliver adopted instructional materials in a timely manner.
- (n) All administrative penalties shall be credited to the public schools instructional materials allotment funds under the TEC, §31.0212.

*Statutory Authority: The provisions of this §66.15 issued under the Texas Education Code, §§31.002, 31.003, 31.023, 31.035, and 31.151(b).*

*Source: The provisions of this §66.15 adopted to be effective May 5, 2016, 41 TexReg 3137; amended to be effective January 11, 2021, 46 TexReg 301.*

## **Subchapter B. State Adoption of Instructional Materials**

### **§66.21. Review and Adoption Cycle.**

- (a) The State Board of Education (SBOE) shall adopt a review and adoption cycle for instructional materials for prekindergarten and for elementary and secondary grade levels for each subject in the required curriculum.
- (b) In adopting the cycle, the SBOE:
  - (1) is not required to review and adopt instructional materials for all grade levels in a single year; and
  - (2) shall give priority to instructional materials in the following subjects:
    - (A) foundation curriculum subjects for which the essential knowledge and skills have been substantially revised and for which assessment instruments are required under the Texas Education Code (TEC), Chapter 39, Subchapter B, including career and technical education courses that satisfy foundation curriculum requirements as provided by the TEC, §28.002(n);
    - (B) foundation curriculum subjects for which the essential knowledge and skills have been substantially revised, including career and technical education courses that satisfy foundation curriculum requirements as provided by the TEC, §28.002(n);

- (C) foundation curriculum subjects not described by subparagraph (A) or (B) of this paragraph, including career and technical education courses that satisfy foundation curriculum requirements as provided by the TEC, §28.002(n); and
  - (D) enrichment curriculum subjects.
- (3) The adoption cycle for subjects in the foundation curriculum shall be organized so that instructional materials for not more than one-fourth of the subjects in the foundation curriculum are reviewed each biennium. A full and complete investigation of instructional materials for each subject in the foundation curriculum shall occur every eight years unless content of instructional materials for a subject is sufficiently current. Estimated expenditures and historical or expected legislative appropriations shall be considered when determining placement of subjects in the cycle.
  - (4) The adoption cycle for subjects in the enrichment curriculum shall be organized so that placement of a subject in the cycle is based on the need for up-to-date materials that align to revised Texas essential knowledge and skills or the addition of new courses. Estimated expenditures and historical or expected legislative appropriations shall be considered when determining placement of subjects in the cycle.

*Statutory Authority: The provisions of this §66.21 issued under the Texas Education Code, §§7.102, 31.003, 31.005, 31.022, 31.0221, 31.023, 31.024, 31.0241, 31.0242, 31.026, 31.0261, and 31.035.*

*Source: The provisions of this §66.21 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective March 4, 2001, 26 TexReg 1706; amended to be effective July 8, 2012, 37 TexReg 4911; amended to be effective May 21, 2014, 39 TexReg 3855; amended to be effective May 5, 2016, 41 TexReg 3137.*

**§66.27. Proclamation, Public Notice, and Schedule for Adopting Instructional Materials.**

- (a) Texas Education Code (TEC), §31.002, defines instructional materials as content that conveys the essential knowledge and skills of a subject in the public-school curriculum through a medium or a combination of media for conveying information to a student. The term includes a book; supplementary materials; a combination of a book, workbook, and supplementary materials; computer software; magnetic media; DVD; CD-ROM; computer courseware; online services; or an electronic medium or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open education resource instructional material.
- (b) Upon the adoption of revised Texas essential knowledge and skills (TEKS) or Texas Prekindergarten Guidelines (TPG), the State Board of Education (SBOE) shall conduct an investigation to determine the extent of the revisions and whether revisions have created a need for new instructional materials.
- (c) The SBOE shall issue a proclamation calling for instructional materials according to the review and adoption cycle adopted by the SBOE if the investigation required in subsection (b) of this section results in the determination that a proclamation is necessary. The proclamation shall serve as notice to all publishers and to the public that bids to furnish new materials to the state are being invited and shall call for:
  - (1) new instructional materials aligned to all of the TEKS for a specific subject and grade level or course(s) or to the TPG and to TEC, §28.002(h), as it relates to that specific subject in understanding the importance of patriotism and functioning productively in a free-enterprise society with appreciation for the basic democratic values of our state and national heritage;
  - (2) supplemental material aligned to new or expanded TEKS for a specific subject and grade level or course(s) or to new or expanded TPG and to TEC, §28.002(h), as it relates to that specific subject in understanding the importance of patriotism and functioning productively in a free-enterprise society with appreciation for the basic democratic values of our state and national heritage;
  - (3) new information demonstrating alignment of current instructional materials to the revised TEKS for a specific subject and grade level or course(s) or the revised TPG and to TEC, §28.002(h), as it relates to that specific subject in understanding the importance of patriotism and functioning productively in a free-enterprise society with appreciation for the basic democratic values of our state and national heritage; or
  - (4) any combination of the calls described by paragraphs (1)-(3) of this subsection.

- (d) The essential knowledge and skills adopted in this title effective in the year in which instructional materials are intended to be made available in classrooms are the SBOE's official rule governing essential knowledge and skills that shall be used to evaluate instructional materials submitted for consideration under the corresponding proclamation.
- (e) The essential knowledge and skills that will be used to evaluate instructional materials submitted for consideration under a proclamation and a copy of each proclamation issued by the SBOE may be accessed from the Texas Education Agency website and are available for examination during regular office hours, 8:00 a.m. to 5:00 p.m., except holidays, Saturdays, and Sundays, at the Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701.
- (f) Proclamations calling for supplemental materials or new information only shall be issued at least 12 months before the scheduled adoption of instructional materials. Proclamations that include a call for complete new materials to cover all of the TEKS or TPG shall be issued at least 18 months before the scheduled adoption of the new instructional materials.
- (g) Each proclamation shall contain the following:
  - (1) information about and reference to essential knowledge and skills in each subject for which bids are being invited;
  - (2) the requirement that a publisher of adopted instructional materials for a grade level other than prekindergarten must submit an electronic pre-adoption sample of the instructional materials as required by the TEC, §31.027(a) and (b), and may not submit a print sample copy;
  - (3) the requirement that electronic samples include a word search feature;
  - (4) the requirement that publishers file with the Texas Education Agency (TEA) print samples, electronic samples in an open file format or closed format, or galley proofs for use by state review panels;
  - (5) the student enrollment of the courses or grade levels called for, to the extent that it is available, for the school year prior to the year in which the proclamation is issued;
  - (6) specifications for providing computerized files to produce braille versions of adopted instructional materials;
  - (7) specifications for ensuring that electronic instructional materials are fully accessible to students with disabilities;
  - (8) a schedule of adoption procedures; and
  - (9) an option for the submission of open education resource instructional materials that are available for use by the state without charge on the same basis as instructional materials offered for sale.
- (h) The proclamation shall require the instructional materials submissions to cover:
  - (1) content essential knowledge and skills for the subject area and grade level or course for which the materials are intended:
    - (A) at least once in the student text narrative; and
    - (B) once in an end-of-section review exercise, an end-of-chapter activity, or a unit test; and
  - (2) process essential knowledge and skills:
    - (A) at least once in the student text narrative and once in an end-of-section review exercise, an end-of-chapter activity, or a unit test; or
    - (B) twice in an end-of-section review exercise, an end-of-chapter activity, or a unit test.
- (i) A proclamation for prekindergarten materials shall require the instructional materials submissions to cover the end-of-year outcomes at least twice in the teacher materials and as deemed developmentally appropriate in the student materials. The coverage must include both an opportunity for the teacher to teach and the student to practice or demonstrate the knowledge or skill.

- (j) A draft copy of the proclamation shall be provided to each member of the SBOE and posted on the TEA website, and the TEA shall solicit input regarding the draft proclamation prior to its scheduled adoption by the SBOE. Any revisions recommended as a result of input from publishers shall be presented to the SBOE along with the subsequent draft of the proclamation.
- (k) If the SBOE determines that good cause as defined by the SBOE exists, the SBOE may adopt an emergency, supplementary, or revised proclamation without complying with the timelines and other requirements of this section.
- (l) The SBOE may issue a proclamation for instructional materials eligible for midcycle review. The midcycle adoption process shall follow the same procedures as the regular adoption except to the extent specified in this subsection.
  - (1) The midcycle proclamation shall include a fee not to exceed \$10,000 for each program or system of instructional materials intended for a certain subject area and grade level or course submitted for midcycle review. Publishers participating in the midcycle review process are responsible for all expenses incurred by their participation.
  - (2) A publisher that intends to offer instructional materials for midcycle review shall commit to provide the instructional materials to school districts in the manner specified by the publisher. The manner in which instructional materials are provided may include:
    - (A) providing the instructional materials to any district in a regional education service center area identified by the publisher; or
    - (B) providing a certain maximum number of instructional materials specified by the publisher.
  - (3) The publisher of instructional materials submitted for midcycle review shall enter into a contract with the SBOE for a term that ends at the same time as any contract entered into by the SBOE for instructional materials for the same subject and grade level.
  - (4) The publisher of instructional materials submitted for midcycle review is not required to provide samples to education service centers or school districts as specified in the TEC, §31.027.
  - (5) The publisher of instructional materials submitted for midcycle review shall make available one electronic examination copy of each submitted instructional materials product, including materials intended for teacher use and ancillaries, to each SBOE member upon that member's request, beginning on the date in the adoption schedule when publishers file their samples at the TEA. The state does not guarantee return of these SBOE-requested materials.

*Statutory Authority: The provisions of this §66.27 issued under the Texas Education Code, §§7.102, 31.002, 31.003, 31.005, 31.022, 31.0221, 31.023, 31.024, 31.0241, 31.0242, 31.026, 31.0261, and 31.035.*

*Source: The provisions of this §66.27 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective September 1, 1997, 22 TexReg 3779; amended to be effective March 4, 2001, 26 TexReg 1706; amended to be effective October 12, 2006, 31 TexReg 8354; amended to be effective December 25, 2007, 32 TexReg 9611; amended to be effective February 22, 2010, 35 TexReg 1454; amended to be effective July 8, 2012, 37 TexReg 4911; amended to be effective May 5, 2016, 41 TexReg 3137; amended to be effective March 27, 2018, 43 TexReg 1847; amended to be effective March 24, 2020, 45 TexReg 1989.*

**§66.28. Requirements for Publisher Participation.**

- (a) A publisher with adopted materials shall comply with product standards and specifications.
  - (1) Hard copy instructional materials adopted by the State Board of Education (SBOE) shall comply with the standards in the latest edition of Manufacturing Standards and Specifications for Textbooks approved by the National Advisory Commission on Textbook Specifications, as applicable. A publisher shall file a statement certifying instructional materials submitted for consideration will meet applicable product standards and specifications if adopted. Each statement must be made in a format designated by the commissioner of education, signed by a company official, and filed on or before the deadline specified in the schedule of adoption procedures in



each proclamation. If the commissioner determines that good cause exists, the commissioner may approve an exception for a specific portion or portions of this requirement.

- (2) A publisher that offers electronic instructional materials must provide a report for each electronic component that verifies that the components follow the Web Content Accessibility Guidelines (WCAG) identified in the proclamation and technical standards required by the Federal Rehabilitation Act, Section 508. The report must be prepared by an independent third party and be based on an audit testing a random sampling of each different type of electronic component as outlined in each proclamation. If applicable, the number of pages to be audited to meet the requirements in the proclamation shall be determined by the publisher.
  - (3) A publisher that provides access to materials to students with disabilities through an alternate format shall include a link to that material on the entrance page of the main product.
  - (4) Materials delivered online shall meet minimum web-based standards.
  - (5) If, during the contract period, the commissioner determines that any adopted instructional materials have faulty manufacturing characteristics or are made of inferior materials, the materials shall be replaced by the publisher without cost to the state.
  - (6) If, during the contract period, the commissioner determines that any publisher's adopted instructional materials do not comply with the WCAG standards identified in the proclamation or the technical standards required by the Federal Rehabilitation Act, Section 508, the publisher's instructional materials contract may be presented to the SBOE for termination.
  - (7) A publisher of adopted instructional materials shall make available samples that meet the requirements of this subsection to an SBOE member upon that member's request, beginning on the date the publishers are required to submit their final samples to the Texas Education Agency (TEA).
- (b) Publishers participating in the adoption process are responsible for all expenses incurred by their participation.
- (c) A publisher that intends to offer instructional materials for adoption shall submit a statement of intent to bid on or before the date specified in the schedule of adoption procedures.
- (1) The statement of intent to bid shall be submitted in a format designated by the commissioner.
  - (2) A publisher shall indicate in the statement of intent to bid the percentage of Texas essential knowledge and skills or Texas Prekindergarten Guidelines that the publisher believes are sufficiently covered in each instructional materials submission.
  - (3) A publisher shall specify hardware and system requirements needed to review any item included in an instructional materials submission.
  - (4) Additions to a publisher's statement of intent to bid shall not be accepted after the deadline for filing statements of intent to bid, except as allowed in the schedule of adoption procedures included in a proclamation.
  - (5) A publisher that intends to offer instructional materials for midcycle review shall submit a statement of intent to bid and price information on or before the date specified in the schedule of adoption procedures under midcycle review. The statement of intent to bid must:
    - (A) specify the manner in which instructional materials will be provided to school districts as specified in §66.27(k)(2) of this title (relating to Proclamation, Public Notice, and Schedule for Adopting Instructional Materials); and
    - (B) include payment of the fee for review of instructional materials submitted for midcycle review.
- (d) A publisher that intends to offer instructional materials for review shall comply with the following requirements for providing pre-adoption samples.
- (1) Complete electronic samples of student and teacher components of instructional materials shall be provided to the TEA and the 20 regional education service centers (ESCs) on or before the date

specified in the schedule of adoption procedures in a proclamation. Samples submitted for review shall be complete versions of the final product and must include all content intended to be in the final product, not just the content identified in the correlations. Samples of electronic products must be fully functional for review purposes and meet any other specifications identified in the proclamation. The original sample submission must remain unchanged through the entire review and adoption process, though updated samples can be added to the publisher's submission. These samples are copyrighted by the publisher and are not to be downloaded for use in classrooms or for any purpose other than public review.

- (2) A publisher of prekindergarten materials is not required to submit electronic samples of submitted prekindergarten instructional materials. Samples of submitted prekindergarten materials must match the format of the products to be provided to schools upon ordering.
  - (3) Electronic samples must be free of sales or marketing materials.
  - (4) These samples shall be made available electronically for public review. Publishers of instructional content accessed electronically shall provide all necessary information, such as locator and login information and passwords, required to ensure public access to their programs throughout the review period.
  - (5) If the commissioner determines that good cause exists, the commissioner may extend the deadline for filing samples with ESCs. At its discretion, the SBOE may remove from consideration any materials proposed for adoption that were not properly supplied to the ESCs, the TEA, or SBOE members.
  - (6) A publisher shall provide a complete description of all student and teacher components of an instructional materials submission.
  - (7) On request of a school district, a publisher shall provide an electronic sample of submitted instructional materials and may also provide print sample copies.
  - (8) One sample copy of each student and teacher component of an instructional materials submission shall be provided for each member of the appropriate state review panel in accordance with instructions provided by the TEA. Samples for review must be as free from factual and editorial error as possible and reflect the quality of the final product intended to go into classrooms. Publishers have the option to provide reviewers with print samples, electronic samples in an open file format or closed format, or galley proofs. An electronic sample of print instructional materials must be offered in a format that simulates the print or "view only" version and that does not contain links to external sources. To ensure that the evaluations of state review panel members are limited to student and teacher components submitted for adoption, publishers shall not provide ancillary materials or descriptions of ancillary materials to state review panel members. The state does not guarantee return of sample instructional materials.
  - (9) The TEA, ESCs, and participating publishing companies shall work together to ensure that hardware or special equipment necessary for review of any item included in a student and/or teacher component of an instructional materials submission is available in each ESC. Participating publishers may be required to lend such hardware or special equipment to any member of a state review panel who does not have access to the necessary hardware or special equipment.
  - (10) Electronic samples must allow for multiple, simultaneous user access and be equipped with a word-search feature.
- (e) The TEA may request additional samples if they are needed.
- (f) A publisher that intends to offer instructional materials for adoption shall comply with the following bid requirements.
- (1) Publishers shall file official bids with the commissioner according to the schedule of adoption procedures and in a manner designated by the commissioner.
  - (2) The official bid filed by a publisher shall include separate prices for each item included in an instructional materials submission. A publisher shall guarantee that individual items included in

the student and/or teacher component are available for local purchase at the individual prices listed for the entire contract period.

- (3) A publisher may submit supplemental bids with new package options or lower prices for existing packages or components according to the schedule of adoption procedures included in the proclamation if the publisher filed an initial bid for that course or grade level by the deadline in the schedule of adoption procedures. Supplemental bids may not be submitted for prices higher than were provided in the initial bids.
- (g) Each instructional material or ancillary material that is offered as part of a bundle must also be available for purchase individually.
  - (h) A publisher that intends to offer instructional materials for adoption shall comply with the following additional requirements.
    - (1) A publisher shall submit to the TEA a signed affidavit including the following:
      - (A) certification that each individual whose name is listed as an author or contributor of the instructional materials contributed to the development of the instructional materials;
      - (B) a general description of each author's or contributor's involvement in the development of the instructional materials; and
      - (C) certification that all corrections required by the commissioner and SBOE have been made.
    - (2) Student materials offered for possible adoption may include consumable components in subjects and grade levels in which consumable materials are not specifically called for in the proclamation. In such cases, publishers must meet the following conditions.
      - (A) The per student price of the materials must include the cost of replacement copies of consumable student components for the full term of the adoption and contract, including any extensions of the contract terms, but for no more than 12 years. The offer must be set forth in the publisher's official bid.
      - (B) The publisher's official bid shall contain a clear explanation of the terms of the sale, including the publisher's agreement to supply consumable student materials for the duration of the contract and extensions as noted in subparagraph (A) of this paragraph.
      - (C) The publisher and the school district shall determine the manner in which consumable student materials are supplied beyond the initial order year.
  - (i) A publisher may not submit instructional materials for review that have been authored or contributed to by a current employee of the TEA.
  - (j) A publisher or author may not solicit input, directly or indirectly, on new or revised content from a member of the state review panel for a product the panelist reviewed while the product is being considered or even after the product has been adopted or rejected.
  - (k) On or before the deadline established in the schedule of adoption procedures, publishers shall submit correlations of instructional materials submitted for review with essential knowledge and skills required by the proclamation. Correlations shall be provided for materials designed for student use and materials designed for teacher use and must identify evidence of each student expectation addressed in the ways specified in §66.27(h) of this title. Correlations shall be submitted in a format designated by the commissioner.
  - (l) A publisher shall provide a list of all corrections required to be made to each student and teacher component of an instructional materials submission to bring them into compliance with applicable laws, rules, or the proclamation. The list must be in a format designated by the commissioner and filed on or before the deadline specified in the schedule of adoption procedures. If no corrections are necessary, the publisher shall file a statement to that effect in a format designated by the commissioner on or before the deadline in the schedule for submitting the list of corrections.

- (m) On or before the deadline for submitting lists of corrections, publishers shall submit certification that all instructional materials have been edited for accuracy, content, and compliance with requirements of the proclamation.
- (n) One complete electronic sample copy in an open file format or closed format of each student and teacher component of adopted instructional materials that incorporate all corrections required by the SBOE shall be filed with the commissioner on or before the date specified in the schedule of adoption procedures. The complete sample copies filed with the TEA must be representative of the final program.
- (o) A publisher who intends to offer instructional materials for adoption shall comply with additional requirements included in a proclamation related to submission of instructional materials for adoption.

*Statutory Authority: The provisions of this §66.28 issued under the Texas Education Code, §§7.102, 31.002, 31.003, 31.005, 31.022, 31.0221, 31.023, 31.024, 31.0241, 31.0242, 31.026, 31.0261, and 31.035.*

*Source: The provisions of this §66.28 adopted to be effective May 5, 2016, 41 TexReg 3137; amended to be effective March 27, 2018, 43 TexReg 1847; amended to be effective March 24, 2020, 45 TexReg 1989.*

#### **§66.29. Websites in State-Adopted Instructional Materials.**

- (a) This section applies only to a website that is a component used to address Texas essential knowledge and skills as part of a state-adopted product.
- (b) A publisher shall monitor, update, and maintain any in-house and third party electronic, web-based, or online products furnished as part of the instructional materials specified in the contract for the period determined by the State Board of Education (SBOE).
- (c) If, at any time during the contract period, the commissioner of education determines in a hearing that electronic, web-based, or online instructional materials furnished and supplied under the terms of a contract have faulty manufacturing characteristics or display dated or inferior information that is not in alignment with the Texas essential knowledge and skills that were in place at the time of the materials' original adoption, the instructional materials or information shall be replaced with complying materials or information by the publishers without cost to the state.
- (d) Electronic, web-based, or online instructional materials may not be altered in any way that would remove or change content that was used to qualify the product for adoption in the curriculum without prior SBOE approval.
- (e) The publisher may not allow advertising of any type to be placed in or associated with the materials.
- (f) The publisher may not add any Internet links to the materials without the approval of the commissioner of education, will not redirect any user accessing the web-based or online instructional materials to other Internet or electronic sites that are not directly related to the content, and may not collect any information about the user or computer accessing the materials that would allow determination of personal information, including email addresses, without a fully executed data-sharing agreement between the publisher and the local school district that protects user data and limits its use to permitted educational purposes only.

*Statutory Authority: The provisions of this §66.29 issued under the Texas Education Code, §§7.102, 31.003, 31.005, 31.022, 31.0221, 31.023, 31.024, 31.0241, 31.0242, 31.026, 31.0261, and 31.035.*

*Source: The provisions of this §66.29 adopted to be effective May 5, 2016, 41 TexReg 3137.*

#### **§66.30. State Review Panels: Eligibility and Appointment.**

- (a) The commissioner of education shall determine the number of review panels needed to review instructional materials under consideration for adoption, the number of persons to serve on each panel, and, subject to this section, the process for selecting panel members.
- (b) As determined by this section, panel members shall serve with the advice and consent of the member from whose district the panel member resides.
- (c) The commissioner shall solicit nominations for possible appointees to state review panels from the State Board of Education (SBOE), school districts, open-enrollment charter schools, and educational organizations in the state. Nominations may be accepted from any Texas resident. Nominations shall not be

made by or accepted from any publishers; hardware or software providers; authors; depositories; agents for publishers, hardware or software providers, authors, or depositories; or any person who holds any official position with a publisher, hardware or software provider, author, depository, or agent.

- (d) A person nominated to serve on a state review panel shall disclose in any nomination or application, in a manner designated by the commissioner, his or her residence and whether currently or at any time in the 36 months preceding the appointment the person:
  - (1) was employed by or received funds from any individual or entity affiliated with a publishing company involved in or connected to the adoption of instructional materials;
  - (2) owned or controlled any interest valued at more than \$5,000 in a privately owned publishing company or an entity receiving funds from a publishing company involved in or connected to the adoption of instructional materials or had direct ownership of stock of a publicly traded company involved in or connected to the adoption of instructional materials; or
  - (3) was employed by an institution of higher education that has submitted open education resource instructional materials or is a publisher of instructional materials.
- (e) The commissioner shall propose appointments to state review panels that, to the extent possible, as determined by the commissioner, include the following:
  - (1) individuals nominated by SBOE members;
  - (2) individuals representing a diverse mixture of gender, race, and SBOE districts;
  - (3) a majority of members with content expertise and experience;
  - (4) academic experts in each subject area for which instructional materials are being considered, giving priority to content-relevant educators and professors; and
  - (5) educators, parents, business and industry representatives, and employers.
- (f) For purposes of this section, an "academic expert" is a person who:
  - (1) is a public-school teacher with at least ten years of classroom teaching experience; or
  - (2) has at least a master's degree in the subject area; or
  - (3) is a professor at an accredited four-year institution of higher education in Texas.
- (g) The commissioner shall notify the SBOE of the proposed appointments. The commissioner shall assign each appointee to the SBOE district in which he or she resides.
- (h) An SBOE member may reject the proposed appointment of a panel member representing that member's SBOE district by notifying the commissioner via electronic mail within five business days of receiving the proposed appointment list. Failure to reject a proposed appointment within five business days constitutes consent for the appointment.
- (i) After close of the five-business-day period under subsection (h) of this section, the commissioner may propose additional members if necessary. The commissioner shall provide to the SBOE member who represents the district of residence for each additional proposed panel member the opportunity for review of additional members in accordance with the time period and rejection rules under subsection (h) of this section. The SBOE shall be notified of finalized appointments made by the commissioner to state review panels. The final list of appointees, their roles, and who nominated them shall be given to each member of the SBOE no later than the first public meeting following the finalization of the panels.
- (j) The commissioner shall inform nominees who are not appointed to a state review panel that all members of the public may review instructional materials and give input during the public comment period.
- (k) The role of each appointee shall be designated by the commissioner and disclosed to all appointees on each panel.
- (l) Members of a state review panel may be removed at the discretion of the commissioner at any time prior to the completion of the review.

*Statutory Authority: The provisions of this §66.30 issued under the Texas Education Code, §§7.102, 31.002, 31.003, 31.005, 31.022, 31.0221, 31.023, 31.024, 31.0241, 31.0242, 31.026, 31.0261, and 31.035.*

*Source: The provisions of this §66.30 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective February 22, 2010, 35 TexReg 1454; amended to be effective May 21, 2014, 39 TexReg 3855; amended to be effective May 5, 2016, 41 TexReg 3137; amended to be effective March 27, 2018, 43 TexReg 1847; amended to be effective March 24, 2020, 45 TexReg 1989.*

**§66.36. State Review Panels: Training, Duties, and Conduct.**

- (a) State review panel members shall participate in training that includes at least the following:
  - (1) the responsibilities of a state review panel member;
  - (2) statutes and rules pertaining to the state adoption process;
  - (3) essential knowledge and skills specified for subjects and grades or courses included in the proclamation;
  - (4) clear and consistent guidelines for determining Texas essential knowledge and skills (TEKS) or Texas Prekindergarten Guidelines (TPG) coverage within the instructional materials;
  - (5) identifying factual errors;
  - (6) the schedule of adoption procedures;
  - (7) instruction in the use of technology appropriate to media submitted for adoption; and
  - (8) regulatory requirements, including the Government Code, §572.051 (relating to Standards of Conduct), and the Texas Penal Code, §36.02 (relating to Bribery). Copies of the statutes mentioned in this section shall be supplied to each state review panel member.
- (b) The duties of the members of a state review panel are to:
  - (1) evaluate all instructional materials submitted for review assigned to the panel to determine if essential knowledge and skills are covered in the instructional materials intended for student use and the instructional materials intended for teacher use. All portions of instructional materials must be reviewed by at least two panel members for the purpose of this review. Nothing in this rule shall be construed to contravene the Texas Education Code (TEC), §28.004(e)(5), which makes coverage of contraception and condom use optional in both the student and teacher editions of health instructional materials. Coverage must be identified as described in §66.27(h) of this title (relating to Proclamation, Public Notice, and Schedule for Adopting Instructional Materials) to be considered complete. The requirements to be met in evaluating coverage of essential knowledge and skills shall include the following.
    - (A) State review panel members must participate in a team during the review and reach a consensus, or a simple majority if the panel members are unable to reach consensus, to determine whether the TEKS or TPG have been covered sufficiently in the instructional materials.
    - (B) A publisher's citation for coverage of any specific student expectation may be accepted only if it provides one of the following:
      - (i) an opportunity for the teacher to teach the component of the knowledge or skill in the teacher material;
      - (ii) an opportunity for the student to learn the component of the knowledge or skill in the student material or the teacher material; or
      - (iii) an opportunity for the student to demonstrate the component of the knowledge or practice the component of the skill in the student material or the teacher material.
    - (C) Student expectations are not considered covered if only included in side bars, captions, or questions at the end of a section or chapter.

- (D) Each student expectation must be clearly evident in the instructional materials to ensure sufficient coverage.
  - (E) Student expectations that contain the word "including" reference content that must be covered in instructional materials, while those containing the phrase "such as" are intended as possible illustrative examples and are not required to be covered in instructional materials;
- (2) submit a consensus report, or, if necessary, majority and minority reports that reflect the opinions of all panel members listed by team role, to the commissioner of education indicating which TEKS or TPG are and are not covered in each product assigned to be evaluated by the state review panel;
  - (3) if applicable, submit a consensus report, or, if necessary, majority and minority reports that reflect the opinions of all panel members listed by team role, to the commissioner indicating which English language proficiency standards required for any specific product as established by the proclamation are and are not covered in each product assigned to be evaluated by the state review panel;
  - (4) submit to the commissioner a list of all factual errors in instructional materials discovered during the review conducted by the state review panel through the submission of a consensus report, or, if necessary, majority and minority reports that reflect the opinions of all panel members listed by team role;
  - (5) as appropriate for a subject area and/or grade level, ascertain that instructional materials submitted for review do not contain content that clearly conflicts with the stated purpose of the TEC, §28.002(h); and
  - (6) at the conclusion of the review process, certify to the State Board of Education (SBOE) compliance with subsection (a) of this section and with this subsection.
- (c) State review panel members shall not accept meals, entertainment, gifts, or gratuities in any form from SBOE members; publishers, authors, or depositories; agents for publishers, authors, or depositories; any person who holds any official position with publishers, authors, depositories, or agents; or any person or organization interested in influencing the selection of instructional materials.
  - (d) Before presenting a final report to the commissioner, state review panel members shall be given an opportunity to request a meeting with a publisher to obtain responses to questions regarding instructional materials being evaluated by the state review panel. Questions shall be provided to publishers in advance of the meeting.
  - (e) State review panel members shall be afforded the opportunity to collaborate with other panel members during the official virtual and face-to-face reviews to discuss coverage of TEKS or TPG, errors, components, or any other aspect of instructional materials being evaluated. A member of a state review panel shall not discuss with other members of the panel the instructional materials being reviewed, except during official virtual and face-to-face reviews.
  - (f) State review panel members shall not discuss instructional materials being evaluated with a member of the SBOE or with any party having a financial interest in the adoption of instructional materials prior to the conclusion of the review. The review is considered to have concluded on the date that the list of instructional materials recommended for adoption is posted on the Texas Education Agency (TEA) website.
  - (g) SBOE members may attend review panel meetings but may not discuss materials under review with state review panel members.
  - (h) State review panel members shall observe a no-contact period that shall begin with the initial communication regarding possible appointment to a state review panel and end when the final report showing the findings of the review panels is posted on the TEA website. During this period, state review panel members shall not have direct or indirect communication with any person having an interest in the adoption process regarding content of instructional materials under evaluation by the panel.

- (i) The restrictions in subsections (e)-(h) of this section are not intended to prohibit members of the state review panels from seeking advice from educators, experts, or parents regarding the meaning or intent of the student expectations that the materials must cover.
- (j) The restrictions in subsections (e)-(h) of this section are not intended to prohibit members of the state review panels from providing public testimony to the SBOE either at a public hearing or in any regularly scheduled meeting in accordance with the SBOE Operating Rules, §2.12 (relating to Public Hearings).
- (k) State review panel members shall report immediately to the commissioner any communication or attempted communication by any person not officially involved in the review process regarding instructional materials being evaluated by the panel.
- (l) State review panel members participating in the face-to-face review shall affix their signatures to all reports to the commissioner. State review panel members participating in the virtual review shall submit their reports electronically through email accounts owned by the review panel members, which will serve as their electronic signatures.
- (m) Members of each state review panel may be required to be present at the SBOE meeting at which instructional materials are adopted.

*Statutory Authority: The provisions of this §66.36 issued under the Texas Education Code, §§7.102, 31.003, 31.005, 31.022, 31.0221, 31.023, 31.024, 31.0241, 31.0242, 31.026, 31.0261, and 31.035.*

*Source: The provisions of this §66.36 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective March 4, 2001, 26 TexReg 1706; amended to be effective October 12, 2006, 31 TexReg 8354; amended to be effective December 25, 2007, 32 TexReg 9611; amended to be effective February 22, 2010, 35 TexReg 1454; amended to be effective July 8, 2012, 37 TexReg 4911; amended to be effective March 13, 2014, 39 TexReg 1709; amended to be effective May 5, 2016, 41 TexReg 3137; amended to be effective March 24, 2020, 45 TexReg 1989.*

**§66.39. Regional Education Service Centers: Procedures for Handling Samples; Public Access to Samples.**

- (a) Each regional education service center (ESC) executive director shall designate one person to supervise all access to samples of instructional materials.
- (b) On or before the date specified in the schedule of adoption procedures, each ESC representative shall notify the commissioner of education of all irregularities in electronic samples in a manner designated by the commissioner. The appropriate publisher shall be notified of any sample irregularities reported by the ESCs.
- (c) One electronic sample of all instructional materials under consideration for adoption shall be retained in each ESC for review by interested persons. The review sample must remain available until the ESC receives the electronic final adopted product sample on the date specified in the schedule of adoption procedures.
- (d) Appropriate information, such as locator and login information and passwords, shall be made available by the ESCs to ensure public access to Internet-based instructional content throughout the review or contract period, as appropriate.
- (e) Regional ESCs shall ensure reasonable public access to sample instructional materials, including access outside of normal working hours that shall be scheduled by appointment.
- (f) On or before the date specified in the schedule of adoption procedures, each ESC shall publicize the date on which sample instructional materials will be available for review and shall notify all school districts in the region of the schedule.
- (g) One electronic final sample of all instructional materials adopted by the State Board of Education shall be retained in each ESC for the entire adoption period for review by interested persons. Samples of adopted prekindergarten materials must match the format of the products to be provided to schools upon ordering.

*Statutory Authority: The provisions of this §66.39 issued under the Texas Education Code, §§7.102, 31.003, 31.005, 31.022, 31.0221, 31.023, 31.024, 31.0241, 31.0242, 31.026, 31.0261, and 31.035.*

*Source: The provisions of this §66.39 adopted to be effective May 5, 2016, 41 TexReg 3137; amended to be effective March 24, 2020, 45 TexReg 1989.*



**§66.41. Adding Content During the Panel Review.**

- (a) A publisher may add or edit content to instructional materials during the panel review only to allow the materials to:
  - (1) meet the Texas essential knowledge and skills (TEKS) or Texas Prekindergarten Guidelines (TPG) coverage percentage the publisher had specified on the correlation document submitted for that instructional product;
  - (2) meet 100% of the English language proficiency standards (ELPS) designated for the subject and grade for which the instructional product is intended; and
  - (3) address any factual errors.
- (b) To be eligible to have content added as described in subsection (a) of this section, the material must, upon its initial review, be identified as meeting:
  - (1) at least 75% of the TEKS or TPG coverage percentage indicated by the publisher on the correlation document submitted for that material; and
  - (2) at least 75% of the ELPS designated for the subject and grade for which the material is intended.
- (c) A publisher shall have one opportunity to provide a written request for the Texas Education Agency (TEA) to further review instructional material that, in accordance with subsection (b) of this section, is not eligible to have new content added. The request for further review must be received by TEA within the timeframe established by the TEA at the start of the review.
- (d) New content may be provided as print samples, electronic samples in an open file format or closed format, or galley proofs for review by the state review panels.
- (e) New content must be provided to the review panels as quickly as possible and within the timeframe established by the TEA.
- (f) Electronic samples of new content approved by the review panels for the purpose of making the product eligible for adoption shall be submitted to the TEA and each education service center prior to the adoption of instructional materials. New content submitted under this subsection must be submitted by the deadline established in the schedule of adoption procedures in the proclamation.
- (g) If a publisher receives a request or a "no report" from a panel, the publisher shall be given no less than 48 hours to provide content in response to the request or report.

*Statutory Authority: The provisions of this §66.41 issued under the Texas Education Code, §§7.102, 31.002, 31.003, 31.005, 31.022, 31.0221, 31.023, 31.024, 31.0241, 31.0242, 31.026, 31.0261, and 31.035.*

*Source: The provisions of this §66.41 adopted to be effective May 5, 2016, 41 TexReg 3137; amended to be effective March 27, 2018, 43 TexReg 1847; amended to be effective March 24, 2020, 45 TexReg 1989.*

**§66.42. Public Comment on Instructional Materials.**

- (a) The instructional materials public comment period begins when the electronic samples of materials under consideration for adoption are posted on the Texas Education Agency (TEA) website and ends 14 days prior to the meeting at which the State Board of Education (SBOE) will vote to adopt instructional materials.
- (b) Any resident of Texas may submit written comments for, against, or about any instructional materials submitted for adoption.
  - (1) Written comments shall be submitted to the commissioner of education in a format designated by the commissioner on or before the deadlines specified in the schedule of adoption procedures.
  - (2) Alleged factual errors shall be submitted to the commissioner in a format designated by the commissioner on or before the deadlines specified in the schedule of adoption procedures.
  - (3) Copies of written comments and lists of reported alleged factual errors shall be posted on the TEA website and provided to the SBOE and participating publishers.

- (c) The SBOE shall hold a hearing on instructional materials submitted for review during a regularly scheduled meeting prior to the meeting at which the SBOE will vote to adopt instructional materials.
  - (1) Testimony at the hearing shall be accepted from Texas residents and non-residents with priority given to Texas residents. Copies of written testimony provided at the hearing shall be distributed to SBOE members and to publishers with materials under consideration. Persons who wish to testify must register in accordance with registration procedures in the SBOE Operating Rules, §2.10 (relating to Oral Public Testimony in Connection with Regular Board and Committee Meetings). The SBOE may limit the time available for each person to testify in an effort to hear from everyone who has registered to testify. Persons will also be allowed to register to testify at the hearing, but priority will be given to those persons who registered prior to the deadline, in accordance with the SBOE Operating Rules, §2.12 (relating to Public Hearings).
  - (2) Oral responses to testimony at the hearing may be made by official representatives of publishing companies.
  - (3) An archived recording of the hearing shall be provided on the TEA website.
  - (4) All written publisher responses to comments or public testimony provided at the hearing shall be posted to the TEA website within five working days of their receipt.
- (d) Public comment on instructional materials not adopted by the SBOE on the date specified in the schedule of adoption procedures shall be accepted according to the SBOE Operating Rules, §2.10.

*Statutory Authority: The provisions of this §66.42 issued under the Texas Education Code, §§7.102, 31.003, 31.005, 31.022, 31.0221, 31.023, 31.024, 31.0241, 31.0242, 31.026, 31.0261, and 31.035.*

*Source: The provisions of this §66.42 adopted to be effective May 5, 2016, 41 TexReg 3137; amended to be effective March 24, 2020, 45 TexReg 1989.*

**§66.43. Adding Content During the Public Comment Period.**

- (a) Publishers that wish to add or modify content after submitting their electronic pre-adoption samples but prior to adoption must make the new content available to the public, meet all the same requirements with that new content that the original pre-adoption sample meets, and document changes on the list of corrections and editorial changes, as specified in §66.28 of this title (relating to Requirements for Publisher Participation).
- (b) Changes to content in materials under consideration for adoption made in accordance with subsection (a) of this section, including those proposed in response to public comment, must be received by the Texas Education Agency by seven business days prior to the meeting at which the State Board of Education will vote to adopt instructional materials. The proposed changes shall be posted on the Texas Education Agency website at least five business days prior to the meeting at which the State Board of Education will vote to adopt instructional materials.
- (c) Changes to content in materials under consideration for adoption proposed in response to public testimony must be received by the Texas Education Agency by 5:00 p.m. on the Wednesday prior to the meeting at which the State Board of Education will vote to adopt instructional materials.
- (d) After materials have been adopted, content changes must be made in accordance with §66.75 of this title (relating to Updates to Adopted Instructional Materials).

*Statutory Authority: The provisions of this §66.43 issued under the Texas Education Code, §§7.102, 31.003, 31.005, 31.022, 31.0221, 31.023, 31.024, 31.0241, 31.0242, 31.026, 31.0261, and 31.035.*

*Source: The provisions of this §66.43 adopted to be effective May 5, 2016, 41 TexReg 3137; amended to be effective March 24, 2020, 45 TexReg 1989.*

**§66.63. Report of the Commissioner of Education.**

- (a) State review panels appointed by the commissioner of education shall review all instructional materials submitted for consideration for adoption. The commissioner shall prepare a preliminary report on instructional materials under consideration for adoption that includes the following:

- (1) the findings of the review panels regarding Texas essential knowledge and skills (TEKS) or Texas Prekindergarten Guidelines (TPG) and English language proficiency standards (ELPS) coverage; and
  - (2) alleged factual errors identified by state review panels.
- (b) The preliminary report will be provided to publishers participating in the review process. According to the schedule of adoption procedures, a publisher with a product that meets one of the criteria in subsection (d) of this section shall be given an opportunity for a show-cause hearing if the publisher elects to protest the commissioner's preliminary report.
- (c) The show-cause hearing is a formal opportunity for a publisher to present evidence that the preliminary report does not accurately reflect the extent to which the content provided to the state review panels addresses the required TEKS or TPG and/or designated ELPS. The show-cause hearing is not a forum to address complaints alleging procedural irregularities or violations of statutes or rules.
- (d) To be eligible for a show-cause hearing, a product must meet the requirements of §66.41(b) of this title (relating to Adding Content During the Panel Review) regarding eligibility to provide new content and, upon completion of the final review, be identified as meeting:
- (1) at least 95% of the TEKS or TPG coverage percentage indicated by the publisher on the correlation document for that product; or
  - (2) less than 50% of the TEKS or TPG for the subject and grade for which the product is intended and/or less than 100% of the ELPS designated for the subject and grade for which the product is intended.
- (e) Upon the conclusion of the period of time designated for show-cause hearings, the commissioner shall submit to the State Board of Education (SBOE) a final report regarding TEKS or TPG and ELPS coverage, alleged factual errors identified by either the publisher or the review panel, and information regarding whether a publisher on the list has refused to rebid instructional materials according to §66.72 of this title (relating to Contracts).

*Statutory Authority: The provisions of this §66.63 issued under the Texas Education Code, §§7.102, 31.003, 31.005, 31.022, 31.0221, 31.023, 31.024, 31.0241, 31.0242, 31.026, 31.0261, and 31.035.*

*Source: The provisions of this §66.63 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective December 25, 2007, 32 TexReg 9611; amended to be effective February 22, 2010, 35 TexReg 1454; amended to be effective July 8, 2012, 37 TexReg 4911; amended to be effective March 13, 2014, 39 TexReg 1709; amended to be effective May 5, 2016, 41 TexReg 3137; amended to be effective March 24, 2020, 45 TexReg 1989.*

**§66.66. Consideration and Adoption of Instructional Materials by the State Board of Education.**

- (a) The State Board of Education (SBOE) shall either adopt or reject each submitted instructional material in accordance with the Texas Education Code (TEC), §31.024.
- (b) The SBOE shall adopt instructional materials in accordance with the TEC, §31.023. Instructional materials may be adopted only if:
- (1) they meet at least 50% of the Texas essential knowledge and skills (TEKS) or Texas Prekindergarten Guidelines (TPG) when the SBOE calls for materials as specified in §66.27(c)(1) of this title (relating to Proclamation, Public Notice, and Schedule for Adopting Instructional Materials) or meet requirements of the proclamation when the SBOE calls for materials as specified in §66.27(c)(2) or (3) of this title for the subject and grade level or course(s) in materials designed for student use and materials designed for teacher use. In determining the percentage of the TEKS or TPG covered by instructional materials, each student expectation shall count as an independent element of the TEKS or TPG;
  - (2) the publisher has agreed to ensure that they meet the established physical specifications adopted by the SBOE prior to making materials available for use in districts;

- (3) the publisher has agreed to ensure that they follow the Web Content Accessibility Guidelines (WCAG) and technical specifications of the Federal Rehabilitation Act, Section 508, as specified in the proclamation;
  - (4) they are free from factual errors, including significant grammatical or punctuation errors that have been determined to impede student learning or that make the product of a quality not acceptable in Texas public schools, or the publisher has agreed to correct any identified factual errors or grammatical or punctuation errors that have been determined to impede student learning, prior to making them available for use in districts and charter schools;
  - (5) they are deemed to be suitable for the subject area and grade level;
  - (6) they have been reviewed by academic experts in the subject and grade level; and
  - (7) they receive approval by majority vote of the SBOE.
- (c) No instructional material may be adopted that contains content that clearly conflicts with the stated purpose of the TEC, §28.002(h).
  - (d) Instructional materials submitted for review may be rejected by majority vote of the SBOE in accordance with the TEC, §31.024.
  - (e) Instructional materials the board determines that, based on the initial review, contain extensive errors and make a product of a quality not acceptable in Texas public schools are not determined to be free from factual errors.
  - (f) A publisher may withdraw from the adoption process at any time prior to execution of a contract with the SBOE for any reason by providing notification in writing to the commissioner of education. Notification of withdrawal is final and irrevocable.
  - (g) The commissioner may remove materials from the adopted list if the publisher fails to meet deadlines established in the schedule of adoption procedures.

*Statutory Authority: The provisions of this §66.66 issued under the Texas Education Code, §§7.102, 31.002, 31.003, 31.005, 31.022, 31.0221, 31.023, 31.024, 31.0241, 31.0242, 31.026, 31.0261, and 31.035.*

*Source: The provisions of this §66.66 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective September 1, 1997, 22 TexReg 3779; amended to be effective October 12, 2006, 31 TexReg 8354; amended to be effective December 25, 2007, 32 TexReg 9611; amended to be effective February 22, 2010, 35 TexReg 1454; amended to be effective July 8, 2012, 37 TexReg 4911; amended to be effective March 13, 2014, 39 TexReg 1709; amended to be effective May 5, 2016, 41 TexReg 3137; amended to be effective March 27, 2018, 43 TexReg 1847; amended to be effective March 24, 2020, 45 TexReg 1989.*

**§66.67. Adoption of Open Education Resource Instructional Materials.**

- (a) "Open education resource instructional material" means teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that allows for free use, reuse, modification, and sharing with others, including full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.
- (b) The State Board of Education (SBOE) shall place open education resource instructional materials submitted for a secondary-level course on the adopted list if the instructional materials meet the criteria outlined in subsections (c) and (d) of this section.
- (c) Open education resource instructional materials referenced in this section must be:
  - (1) submitted by an eligible institution, defined as a public institution of higher education that is designated as a research university or emerging research university under the Texas Higher Education Coordinating Board's accountability system, or a private university located in Texas that is a member of the Association of American Universities, or a public technical institute, as defined by the TEC, §61.003;
  - (2) intended for a secondary-level course; and

- (3) written, compiled, or edited primarily by faculty of an eligible institution that specializes in the subject area of the instructional materials.
- (d) To submit open education resource instructional materials, an eligible institution must:
  - (1) certify by the board of regents, or corresponding governing body, or president of the university, or by an individual authorized by one of these entities, that the instructional materials qualify for placement on the adopted list based on the extent to which the instructional materials cover the essential knowledge and skills identified under the TEC, §28.002;
  - (2) identify each contributing author;
  - (3) provide certification by the appropriate academic department of the submitting institution that the instructional materials are accurate; and
  - (4) certify that:
    - (A) for instructional materials for a senior-level course, a student who successfully completes a course based on the instructional materials will be prepared, without remediation, for entry into the eligible institution's freshman-level course in that subject; or
    - (B) for instructional materials for a junior-level and senior-level course, a student who successfully completes the junior-level course based on the instructional materials will be prepared for entry into the senior-level course.
- (e) All information and certifications required by subsection (d) of this section shall be provided in a format designated by the commissioner of education.
- (f) A publisher that offers open education resource instructional materials must provide a report for each electronic component that verifies that the component substantially follows Web Content Accessibility Guidelines (WCAG) and technical standards required by the Federal Rehabilitation Act, Section 508, as applicable. Specific standards that must be met will be specified in each proclamation.
- (g) Before placing open education resource instructional materials submitted under subsection (b) of this section on the adopted list, the SBOE shall direct the Texas Education Agency (TEA) to post the materials on the TEA website for 60 days to allow for public comment and the SBOE shall hold a public hearing on the instructional materials. Public comment shall be provided to members of the SBOE and posted on the TEA website within five working days of its receipt.
- (h) Not later than the 90th day after the date open education resource instructional materials are submitted as provided by the TEC, §31.0241, the SBOE may review the instructional materials. The SBOE:
  - (1) may request an independent review that follows the same process used in §66.36 of this title (relating to State Review Panels: Training, Duties, and Conduct) to confirm the content meets the criteria for placement on the adopted list based on the extent to which the instructional materials cover the essential knowledge and skills. The SBOE shall notify the submitting institution of any discrepancy in alignment with essential knowledge and skills;
  - (2) shall post with the list adopted under the TEC, §31.023, comments made by the SBOE regarding the open education resource instructional materials placed on the list; and
  - (3) shall distribute SBOE comments to school districts.

*Statutory Authority: The provisions of this §66.67 issued under the Texas Education Code, §§7.102, 31.002, 31.003, 31.005, 31.022, 31.0221, 31.023, 31.024, 31.0241, 31.0242, 31.026, 31.0261, and 31.035.*

*Source: The provisions of this §66.67 adopted to be effective April 27, 2010, 35 TexReg 3257; amended to be effective July 8, 2012, 37 TexReg 4911; amended to be effective May 5, 2016, 41 TexReg 3137; amended to be effective March 27, 2018, 43 TexReg 1847; amended to be effective March 24, 2020, 45 TexReg 1989.*

#### **§66.72. Contracts.**

- (a) The state contract shall not be changed or modified without approval of the Texas Education Agency (TEA) legal counsel.

- (b) Contracts shall be sent to the publishers for signature. Signed contracts returned by the publishers shall be signed by the chair of the State Board of Education (SBOE) and attested to by the commissioner of education. Properly signed and attested contracts shall be filed with the TEA.
- (c) The publisher of instructional materials adopted by the SBOE shall:
  - (1) enter into a contract with the SBOE for a term not to exceed eight years and that ends at the same time as any contract entered into by the SBOE for other instructional materials for the same subject and grade level; and
  - (2) commit to provide the instructional materials in the manner specified by the publisher in the official bid specified in §66.28(f) of this title (relating to Requirements for Publisher Participation).
- (d) A publisher of adopted materials may add post-contractual bids to its contract in response to identified needs of districts.
- (e) The commissioner shall annually review contracts for instructional materials and identify those that should be renewed.
- (f) The SBOE shall renew existing contracts upon determining that the renewal would be in the best interest of the state and after considering the following factors:
  - (1) placement of subject areas in the review and adoption cycle;
  - (2) availability and projected cost of new instructional materials;
  - (3) willingness of publishers to renew contracts; and
  - (4) cost of instructional materials under a renewal contract.
- (g) Publishers awarded new contracts shall be prepared to make the adopted instructional materials available for at least one extended contract period of not more than four years at prices that are mutually agreeable to publishers and to the commissioner. The SBOE may consider refusing to award future contracts to a publisher that, after receiving written notice to do so, refuses to rebid instructional materials at least one time. Failure of a publisher to negotiate an acceptable price for an extended contract shall not be considered failure to rebid instructional materials.
- (h) Contracts with publishers are subject to all provisions of the Texas Education Code (TEC), Chapter 31.
- (i) The SBOE may execute a contract for the printing of open education resource instructional materials on the adopted list that allows a school district or an open-enrollment charter school to requisition printed copies of open education resource instructional materials as provided by the TEC, §31.103.

*Statutory Authority: The provisions of this §66.72 issued under the Texas Education Code, §§7.102, 31.002, 31.003, 31.005, 31.022, 31.0221, 31.023, 31.024, 31.0241, 31.0242, 31.026, 31.0261, and 31.035.*

*Source: The provisions of this §66.72 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective August 15, 1999, 24 TexReg 5699; amended to be effective December 25, 2007, 32 TexReg 9611; amended to be effective July 8, 2012, 37 TexReg 4911; amended to be effective May 5, 2016, 41 TexReg 3137; amended to be effective March 27, 2018, 43 TexReg 1847; amended to be effective March 24, 2020, 45 TexReg 1989.*

**§66.73. Delivery of Adopted Instructional Materials.**

- (a) Each publisher is required to have adopted instructional materials in stock and available for distribution to school districts throughout the entire adoption period. A back order is defined as adopted instructional material not in stock when ordered and not available for delivery to school districts or open-enrollment charter schools on the specified shipment date. Upon request, the commissioner of education shall report the number of back-ordered materials by publisher to the State Board of Education (SBOE).
- (b) Each publisher shall guarantee delivery of instructional materials at least ten business days before the opening day of school of the year for which the instructional materials are ordered if the instructional materials have been ordered by a date specified in the publisher's contract with the Texas Education Agency.

- (c) Each publisher with instructional materials on back order shall notify affected school districts of the expected ship dates for each title on back order.

*Statutory Authority: The provisions of this §66.73 issued under the Texas Education Code, §§7.102, 31.003, 31.005, 31.022, 31.0221, 31.023, 31.024, 31.0241, 31.0242, 31.026, 31.0261, and 31.035.*

*Source: The provisions of this §66.73 adopted to be effective May 5, 2016, 41 TexReg 3137.*

#### **§66.75. Updates to Adopted Instructional Materials.**

- (a) A publisher may submit a request to the commissioner of education for approval to update content in state-adopted instructional materials. A publisher requesting approval of a content update shall provide a written request in a manner designated by the commissioner that includes an explanation of the reason for the update. This requirement includes electronic instructional materials and Internet products for which all users receive the same updates. The request must be accompanied by an electronic sample of the proposed updates. Proposed changes shall be posted on the Texas Education Agency (TEA) website for a minimum of seven calendar days prior to approval.
- (b) A publisher that requests to update content in state-adopted instructional materials must comply with the following additional requirements:
  - (1) provide that there will be no additional cost to the state;
  - (2) certify in writing that the new material meets the applicable essential knowledge and skills and is free from factual errors; and
  - (3) certify that the updates do not affect the product's coverage of Texas Education Code (TEC), §28.002(h), as it relates to that specific subject and grade level or course(s), understanding the importance of patriotism and functioning productively in a free-enterprise society with appreciation for the basic democratic values of our state and national heritage.
- (c) With prior commissioner approval, publishers may, at any time, make changes that do not affect the product's Texas essential knowledge and skills (TEKS) or Texas Prekindergarten Guidelines (TPG) coverage or its coverage of Texas Education Code, §28.002(h).
  - (1) Requests for approval of updates to content that was not used in determining the product's eligibility for adoption must be submitted to the commissioner prior to their introduction into state-adopted instructional materials to confirm that the changes do not affect TEKS or TPG coverage or coverage of TEC, §28.002(h).
  - (2) Responses from the commissioner to update requests shall be provided within 30 days after receipt of the request. If no action has been taken by the end of the 30 days, the request is deemed approved.
- (d) All requests for updates involving content used in determining the product's eligibility for adoption must be approved by the State Board of Education (SBOE) prior to their introduction into state-adopted instructional materials. Requests must be submitted in a format designated by the commissioner and must include correlations to applicable student expectations. This requirement includes electronic instructional materials and Internet products for which all users receive the same updates. Proposed changes shall be posted on the TEA website for a minimum of seven calendar days prior to approval. The SBOE may assess penalties as allowed by law against publishers that fail to obtain approval for updates to such content in state-adopted instructional materials prior to delivery of the materials to school districts.
- (e) Publishers must agree to supply the previous version of state-adopted instructional materials to school districts that choose to continue using the previous version during the duration of the original contract. This subsection does not apply to electronic instructional materials.
- (f) A publisher of instructional materials may provide alternative formats for use by school districts if:
  - (1) the content is identical to SBOE-approved content;
  - (2) the alternative formats include the identical revisions and updates as the original product; and
  - (3) the cost to the state and school is equal to or less than the cost of the original product.

- (g) Alternative formats may be developed and introduced at any time during the adoption cycle in conformance with the procedures for adoption of other state-adopted materials.
- (h) Publishers must notify the commissioner in writing if they are providing SBOE-approved products in alternative formats.
- (i) Publishers are responsible for informing districts of the availability of the alternative formats and for accurate fulfillment of orders for them.
- (j) The commissioner may add alternative formats of SBOE-approved products to the list of adopted products available to school districts.
- (k) Publishers of SBOE-adopted instructional materials may, at any time, without seeking approval from the SBOE or the commissioner, make technical enhancements or improvements that do not add or change content, provided the enhancements do not change the technical requirements for districts to continue to be able to access the materials in the same manner as originally submitted.
- (l) The commissioner may provide an opportunity for publishers to submit updated content and new correlations to that content to update the product's official TEKS or TPG coverage percentage. The commissioner shall post an annual schedule of review procedures on the agency website to provide publishers with adequate notice of review timelines. The updated content shall be reviewed by state review panels during the next available state review panel meeting in accordance with the annual schedule of review procedures. Following the review, the commissioner shall provide a report to the SBOE that includes the following:
  - (1) the findings of the review panels regarding the TEKS or TPG coverage as provided in the updated content; and
  - (2) alleged factual errors in the updated content identified by state review panels.
- (m) The SBOE shall either accept or reject each updated TEKS or TPG coverage percentage and errors report in accordance with §66.66 of this title (relating to Consideration and Adoption of Instructional Materials by the State Board of Education). An updated TEKS alignment determination is considered final, pursuant to TEC, §31.023(a-1).

*Statutory Authority: The provisions of this §66.75 issued under the Texas Education Code, §§7.102, 31.002, 31.003, 31.005, 31.022, 31.0221, 31.023, 31.024, 31.0241, 31.0242, 31.026, 31.0261, and 31.035.*

*Source: The provisions of this §66.75 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective August 15, 1999, 24 TexReg 5699; amended to be effective October 12, 2006, 31 TexReg 8354; amended to be effective February 22, 2010, 35 TexReg 1454; amended to be effective July 8, 2012, 37 TexReg 4911; amended to be effective May 21, 2014, 39 TexReg 3855; amended to be effective May 5, 2016, 41 TexReg 3137; amended to be effective March 27, 2018, 43 TexReg 1847; amended to be effective March 24, 2020, 45 TexReg 1989.*

**§66.76. New Editions of Adopted Instructional Materials.**

- (a) A publisher may submit a request to the commissioner of education for approval to substitute a new edition of state-adopted instructional materials. A publisher requesting approval of a new edition shall provide a written request in a manner designated by the commissioner that includes an explanation of the reason for the substitution. The request must be accompanied by an electronic sample and a correlation document that meets all the requirements of the correlation document provided for the initial review. This requirement includes electronic instructional materials and Internet products for which all users receive the same updates. Proposed changes shall be made available for public review on the Texas Education Agency (TEA) website for a minimum of 60 calendar days prior to approval.
- (b) A publisher that requests to substitute a new edition of state-adopted instructional materials must comply with the following additional requirements:
  - (1) provide that there will be no additional cost to the state,
  - (2) certify in writing that the new material meets the applicable Texas essential knowledge and skills (TEKS) or Texas Prekindergarten Guidelines (TPG) and is free from factual errors, and



- (3) certify that the updates in the new edition do not affect the product's coverage of Texas Education Code (TEC), §28.002(h), as it relates to that specific subject and grade level or course(s), understanding the importance of patriotism and functioning productively in a free-enterprise society with appreciation for the basic democratic values of our state and national heritage.
- (c) With prior commissioner approval, publishers may, at any time, substitute a new edition if the changes made to the new edition do not affect the product's TEKS coverage or its coverage of TEC, §28.002(h).
  - (1) Substitution requests to content that was not used in determining the product's eligibility for adoption must be submitted to the commissioner to confirm the changes do not affect TEKS coverage or coverage of TEC, §28.002(h).
  - (2) Responses from the commissioner to update requests shall be provided within 60 days after receipt of the request. If no action has been taken by the end of the 60 days, the request is deemed approved.
  - (3) Proposed changes shall be posted on the TEA website for a minimum of 60 days prior to approval.
- (d) All requests for updates involving content used in determining the product's eligibility for adoption must be approved by the State Board of Education (SBOE) prior to their introduction into state-adopted instructional materials. Requests must be submitted in a format designated by the commissioner and must include correlations to applicable student expectations. The SBOE may assess penalties as allowed by law against publishers that fail to obtain approval for updates to such content in state-adopted instructional materials prior to delivery of the materials to school districts.
- (e) Publishers must agree to supply the previous version of state-adopted instructional materials to school districts that choose to continue using the previous version during the duration of the original contract. This subsection does not apply to electronic instructional materials.

*Statutory Authority: The provisions of this §66.76 issued under the Texas Education Code, §§31.002, 31.003, 31.023, and 31.035.*

*Source: The provisions of this §66.76 adopted to be effective March 24, 2020, 45 TexReg 1989.*

#### **§66.81. Ancillary Materials.**

- (a) Ancillary materials are defined as materials that a publisher plans to provide to school districts and open-enrollment charter schools free with their order of instructional materials from the list of adopted materials. Ancillaries are not evaluated in the review process and are not used to verify Texas essential knowledge and skills or Texas Prekindergarten Guidelines coverage. A publisher of adopted instructional materials shall provide any ancillary item free of charge to the same extent that the publisher provides the item free of charge to any state, public school, or school district in the United States. Any ancillary material may be part of a bundled package of materials, but each component of that package must be available for purchase individually.
- (b) The State Board of Education may impose a reasonable administrative penalty not to exceed \$5,000 against a publisher or manufacturer that knowingly violates subsection (a) of this section.

*Statutory Authority: The provisions of this §66.81 issued under the Texas Education Code, §§7.102, 31.003, 31.005, 31.022, 31.0221, 31.023, 31.024, 31.0241, 31.0242, 31.026, 31.0261, and 31.035.*

*Source: The provisions of this §66.81 adopted to be effective March 13, 2014, 39 TexReg 1709; amended to be effective May 5, 2016, 41 TexReg 3137; amended to be effective March 24, 2020, 45 TexReg 1989.*

### **Subchapter C. Local Operations**

#### **§66.101. Sample Copies of Instructional Materials for School Districts.**

- (a) According to the schedule of adoption procedures, a publisher shall provide each school district and open-enrollment charter school with information that fully describes instructional materials submitted for adoption. Descriptive information provided to each school district or open-enrollment charter school shall

be identical to the descriptive information provided to the Texas Education Agency and education service centers.

- (b) Upon request by the instructional materials coordinator of a school district or open-enrollment charter school, a publisher shall provide one complete electronic sample in an open file format or closed format of adopted instructional materials. Samples of learning systems and electronic, visual, or auditory media may be provided in demonstration or representative format. Samples of instructional materials provided to school districts shall be labeled "Sample Copy - Not for Classroom Use." Samples to schools are not required for materials submitted for midcycle review, as specified in §66.27 of this title (relating to Proclamation, Public Notice, and Schedule for Adopting Instructional Materials).
- (c) Samples supplied to school districts shall be provided and distributed at the expense of the publisher. No state or local funds shall be expended to purchase, distribute, or ship sample materials. Publishers may make arrangements with school districts or open-enrollment charter schools to retrieve samples after local selections are completed, but the state does not guarantee return of sample instructional materials.

*Statutory Authority: The provisions of this §66.101 issued under the Texas Education Code, §§7.102, 31.003, 31.004, 31.005, 31.027, 31.030, 31.101, 31.103, and 31.104.*

*Source: The provisions of this §66.101 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective February 7, 2002, 27 TexReg 746; amended to be effective December 25, 2007, 32 TexReg 9611; amended to be effective July 8, 2012, 37 TexReg 4911; amended to be effective May 5, 2016, 41 TexReg 3137.*

#### **§66.104. Selection of Instructional Materials by School Districts.**

- (a) Each local board of trustees of a school district or governing body of an open-enrollment charter school shall select instructional materials in an open meeting as required by Texas Government Code, Chapter 551, including public notice.
- (b) A school district or an open-enrollment charter school may requisition instructional materials on the list adopted under the Texas Education Code, §31.023, for grades above the grade level in which the student is enrolled.
- (c) Adopted instructional materials shall be supplied to a student in special education classes as appropriate to the level of the student's ability and without regard to the grade for which the instructional material is adopted or the grade in which the student is enrolled.
- (d) School districts or open-enrollment charter schools shall not be reimbursed from state funds for expenses incurred in local handling of instructional materials.

*Statutory Authority: The provisions of this §66.104 issued under the Texas Education Code, §§7.102, 31.003, 31.004, 31.005, 31.027, 31.030, 31.101, 31.103, and 31.104.*

*Source: The provisions of this §66.104 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective March 4, 2001, 26 TexReg 1706; amended to be effective February 7, 2002, 27 TexReg 746; amended to be effective October 12, 2006, 31 TexReg 8358; amended to be effective February 22, 2010, 35 TexReg 1454; amended to be effective July 8, 2012, 37 TexReg 4911; amended to be effective May 5, 2016, 41 TexReg 3137.*

#### **§66.105. Certification by School Districts.**

- (a) Prior to the beginning of each school year, each school district and open-enrollment charter school shall submit to the State Board of Education (SBOE) and commissioner of education certification that for each subject in the required curriculum under the Texas Education Code, §28.002, other than physical education, and each grade level, the district or charter school provides each student with instructional materials that cover all elements of the essential knowledge and skills adopted by the SBOE. The certification shall be submitted in a format approved by the commissioner and can be based on both state-adopted and non-state-adopted materials.
- (b) Each school district or open-enrollment charter school shall certify, in a format approved by the commissioner, that the district or charter school protects against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

- (c) The certifications shall be ratified by local school boards of trustees or governing bodies in public, noticed meetings.

*Statutory Authority: The provisions of this §66.105 issued under the Texas Education Code, §§7.102, 31.003, 31.004, 31.005, 31.0211, 31.027, 31.030, 31.101, 31.103, and 31.104; Senate Bill 1, Article III, 87th Texas Legislature, Regular Session, 2021; and 47 United States Code §254(h)(5)(B) and (C).*

*Source: The provisions of this §66.105 adopted to be effective February 22, 2010, 35 TexReg 1454; amended to be effective July 8, 2012, 37 TexReg 4911; amended to be effective May 5, 2016, 41 TexReg 3137; amended to be effective October 16, 2022, 47 TexReg 6580.*

**§66.107. Local Responsibility.**

- (a) Each school district or open-enrollment charter school shall conduct an annual physical inventory of all currently adopted instructional materials that have been requisitioned by, and delivered to, the district. The results of the inventory shall be recorded in the district's files.
- (b) All instructional materials owned by the district or charter school must be turned in to the school at the end of the school year or when a student withdraws from school.
- (c) The board of trustees of a school district or governing body of a charter school may not require an employee of the district or charter school to pay for instructional materials or instructional technology that is stolen, misplaced, or not returned by a student.
- (d) The board of trustees of a school district shall require the employee responsible for ordering instructional materials to complete Texas Education Agency-developed training in the use of the technology and instructional materials allotment and the use of the instructional materials ordering system known as EMAT. Training shall be completed prior to ordering instructional materials for the first time and again each time the district or charter school is notified by the Texas Education Agency that the training has been updated. The school district or charter shall maintain documentation of the completion of the required training.

*Statutory Authority: The provisions of this §66.107 issued under the Texas Education Code, §§7.102, 31.002, 31.003, 31.004, 31.005, 31.027, 31.030, 31.101, 31.103, and 31.104.*

*Source: The provisions of this §66.107 adopted to be effective September 1, 1996, 21 TexReg 7236; amended to be effective September 1, 1998, 24 TexReg 7779; amended to be effective February 7, 2002, 27 TexReg 746; amended to be effective October 12, 2006, 31 TexReg 8358; amended to be effective July 8, 2012, 37 TexReg 4911; amended to be effective May 5, 2016, 41 TexReg 3137; amended to be effective March 27, 2018, 43 TexReg 1847.*

## **Consideration of Instructional Materials Review and Approval Criteria and Instructional Materials Contract Terms and Conditions**

**November 14, 2023**

### **COMMITTEE OF THE FULL BOARD: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION**

**SUMMARY:** This item provides an opportunity for the State Board of Education (SBOE) to consider the criteria for the new Instructional Materials Review and Approval (IMRA) process. This item also includes consideration of the standard terms and conditions for publishers and manufacturers of instructional materials.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §§31.003(a), 31.022, 31.023, and 31.151, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023; and 31.154, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §31.003(a), as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.022, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the SBOE to review instructional materials that have been provided to the board by the Texas Education Agency (TEA) under TEC, §31.023.

TEC, §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the commissioner of education to establish, in consultation with and with the approval of the SBOE, a process for the annual review of instructional materials by TEA. In conducting a review under this section, TEA must use a rubric developed by TEA in consultation with and approved by the SBOE.

TEC, §31.151, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, permits the SBOE to determine the standard terms and conditions of instructional materials contracts.

TEC, §31.154, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the SBOE to adopt standards for entities that supply instructional materials reviewed by TEA to make instructional materials supplied by the entity available on a parent portal hosted by the entity.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**FUTURE ACTION EXPECTED:** IMRA criteria and instructional materials contract terms and conditions will be presented to the SBOE for first reading and filing authorization at the December 2023 meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** TEC, Chapter 31, addresses instructional materials in public education and permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials. HB 1605, 88th Texas Legislature, Regular Session, 2023, significantly revised TEC, Chapter 31, including several provisions under SBOE authority. HB 1605 also added a new provision to TEC, Chapter 48, to provide additional funding to school districts

and charter schools that adopt and implement SBOE-approved materials. In addition, the bill added requirements related to adoption of essential knowledge and skills in TEC, Chapter 28. The SBOE will need to amend rules and take related action to align with the requirements of this legislation.

At the June 2023 meeting, the Committee of the Full Board held a work session to receive an overview presentation on HB 1605 from the commissioner of education and to begin discussing preliminary decisions and next steps. The June 2023 SBOE HB 1605 Work Session Presentation shared during the work session is available on the TEA website at [HB 1605 SBOE June 2023 Work Session Slides](#).

At the August-September 2023 meeting, the Committee of the Full Board discussed the IMRA process and discussed the approach to developing the quality rubric criteria and process.

This item provides an opportunity for staff to update the committee on progress related to the development of the IMRA processes and for the committee to provide additional direction to staff.

An item regarding the IMRA process and an item regarding suitability are presented as separate items in this agenda.

**Staff Members Responsible:**

Todd Davis, Associate Commissioner of Instructional Strategy

Nicholas Keith, Executive Director of High-Quality Instructional Materials Supports

Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

**Separate Exhibit I:**

Draft IMRA Quality Rubrics

**Separate Exhibit II:**

Draft Requirements for the Publisher Parent Portal

**Separate Exhibit III:**

Draft Definition of Factual Errors

**Separate Exhibit IV:**

Draft Requirements for Physical and Electronic Component Standards

**Separate Exhibit V:**

Draft Standard Terms and Conditions for Publishers and Manufacturers of Instructional Materials

**Separate Exhibit VI:**

Draft Requirements for TEKS Minimum Coverage Threshold

(to be provided in advance of the November 2023 SBOE meeting)

## Consideration of Instructional Materials Review and Approval Process Components

November 14, 2023

### COMMITTEE OF THE FULL BOARD: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

**SUMMARY:** This item provides an opportunity for the State Board of Education (SBOE) to consider the process and procedure for the new Instructional Materials Review and Approval (IMRA) process.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §31.003(a) and §31.023, as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §31.003(a), as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the commissioner of education to establish, in consultation with and with the approval of the SBOE, a process for the annual review of instructional materials by TEA. In conducting a review under this section, TEA must use a rubric developed by TEA in consultation with and approved by the SBOE.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**FUTURE ACTION EXPECTED:** IMRA review process components and the overall IMRA process will be presented to the SBOE for approval at the December 2023 meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** TEC, Chapter 31, addresses instructional materials in public education and permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials. HB 1605, 88th Texas Legislature, Regular Session, 2023, significantly revised TEC, Chapter 31, including several provisions under SBOE authority. HB 1605 also added a new provision to TEC, Chapter 48, to provide additional funding to school districts and charter schools that adopt and implement SBOE-approved materials. In addition, the bill added requirements related to adoption of essential knowledge and skills in TEC, Chapter 28. The SBOE will need to amend rules and take related action to align with the requirements of this legislation.

At the June 2023 meeting, the Committee of the Full Board held a work session to receive an overview presentation on HB 1605 from the commissioner of education and to begin discussing preliminary decisions and next steps. The June 2023 SBOE HB 1605 Work Session Presentation shared during the work session is available on the TEA website at [HB 1605 SBOE June 2023 Work Session Slides](#).

At the August-September 2023 meeting, the Committee of the Full Board discussed the IMRA process and discussed the approach to developing the quality rubric criteria and process.

This item provides an opportunity for staff to present to the committee IMRA processes and for the committee to provide additional direction to staff.

An item regarding the IMRA criteria and instructional materials contract terms and an item regarding suitability are presented as separate items in this agenda.

**Staff Members Responsible:**

Todd Davis, Associate Commissioner of Instructional Strategy  
Nicholas Keith, Executive Director of High-Quality Instructional Materials Supports  
Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

**Separate Exhibit I:**

Draft Component Requirements for Publishers to Submit Materials

**Separate Exhibit II:**

Draft Prioritization Protocol for Materials to be Reviewed

**Separate Exhibit III:**

Draft IMRA Reviewer Selection Criteria and Nomination Process

**Separate Exhibit IV:**

Draft IMRA Review Structure and Process

**Separate Exhibit V:**

Draft Public Comment and Public Display Procedures

**Separate Exhibit VI:**

Draft Revisions and Corrections Review Procedures

(to be provided in advance of the November 2023 SBOE meeting)

## Discussion of Suitability of Instructional Materials

November 14, 2023

### COMMITTEE OF THE FULL BOARD: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

**SUMMARY:** This item provides the opportunity for the committee to discuss criteria to be used in the instructional materials review and approval process to determine suitability and appropriateness of instructional materials for the subject and grade level for which the materials are designed, as required by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §31.003 and §31.022 as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §31.003, permits the State Board of Education (SBOE) to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.022 requires the SBOE to review instructional materials that have been provided to the board by the agency under TEC, §31.023. The SBOE is required to determine that the material is free from factual error and suitable for the subject and grade level for which the material is designed, and, if the material is intended to cover the foundational skills reading curriculum in kindergarten through third grade, does not include three-cueing, as defined by TEC, §28.0062(a-1).

The full text of statutory citations can be found in the statutory authority section of this agenda.

**FUTURE ACTION EXPECTED:** Proposed rules related to suitability will be presented to the SBOE for consideration for first reading and filing authorization at a December 2023 special-called meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** TEC, Chapter 31, addresses instructional materials in public education and permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials. HB 1605, passed by the 88th Texas Legislature, Regular Session, 2023, significantly revised Chapter 31 including several provisions under SBOE authority.

At the June 2023 meeting, the board held a work session to receive an overview presentation on HB 1605 from Commissioner Mike Morath and to begin discussion of preliminary decisions and next steps. At the August-September 2023 meeting, the board discussed possible criteria from existing statute that should be incorporated into a suitability rubric.

#### **Staff Members Responsible:**

Todd Davis, Associate Commissioner of Instructional Strategy  
Nicholas Keith, Executive Director of High-Quality Instructional Materials Supports  
Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

#### **Separate Exhibit:**

Draft Suitability Criteria



## Commissioner's Comments

November 15, 2023

**COMMITTEE OF THE FULL BOARD: DISCUSSION**  
**STATE BOARD OF EDUCATION: NO ACTION**

**SUMMARY:** This item provides an opportunity for the board to be briefed on current agenda items, agency operations, policy implementation, and public education-related legislation.

**BOARD RESPONSE:** Review and comment.

**BACKGROUND INFORMATION AND JUSTIFICATION:** On an as needed basis, the board will be briefed on significant public education issues and events.

**Staff Member Responsible:**

Yolanda Walker, Executive Director, State Board of Education Support Division

**Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, and Subchapter F, Business, Marketing, and Finance**  
**(Second Reading and Final Adoption)**

**November 17, 2023**

**COMMITTEE OF THE FULL BOARD: ACTION**  
**STATE BOARD OF EDUCATION: ACTION**

**SUMMARY:** This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.19, Career and Technical Education Project-Based Capstone (One Credit), Adopted 2023; §127.20, Career Preparation I (Two Credits), Adopted 2023; §127.21, Career Preparation II (Two Credits), Adopted 2023; and §127.22, Extended Career Preparation (One Credit), Adopted 2023; and Subchapter F, Business, Marketing, and Finance, §127.275, Entrepreneurship I (One Credit), Adopted 2023; §127.276, Entrepreneurship II (One Credit), Adopted 2023; §127.277, Practicum in Entrepreneurship (One Credit), Adopted 2023; and §127.278, Extended Practicum in Entrepreneurship (One Credit), Adopted 2023. The proposal would update the Texas Essential Knowledge and Skills (TEKS) to ensure the content of the courses remains current and would add TEKS for two new courses in entrepreneurship to support relevant and meaningful programs of study. This item also presents an opportunity for the board to consider changes to the course titles for Career Preparation I and II to clarify the differentiation between a course that aligns with a program of study and a more general course.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §§7.102(c)(4); 28.002(a) and (c), and 28.025(a).

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.025(a), requires the SBOE to determine by rule the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under TEC, §28.002.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**EFFECTIVE DATE:** The proposed effective date of the proposed new sections is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2024-2025 school year. The earlier effective date will enable districts to begin preparing for implementation of the revised career preparation and entrepreneurship TEKS.

**PREVIOUS BOARD ACTION:** The SBOE adopted the TEKS for career development in 2015 for implementation in the 2017-2018 school year. At the June 2023 SBOE meeting, the board conducted a

public hearing on proposed changes to the career preparation and entrepreneurship TEKS. Also at the June 2023 meeting, the board discussed proposed new 19 TAC §§127.19-127.22 and 127.275-127.278 and provided feedback to work group members. At the August-September 2023 SBOE meeting, the board approved for first reading and filing authorization proposed new 19 TAC §§127.19-127.22 and 127.275-127.278.

**BACKGROUND INFORMATION AND JUSTIFICATION:** In accordance with statutory requirements that the SBOE identify by rule the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject.

At the November 2022 meeting, the SBOE approved a timeline for the review of career and technical education (CTE) courses for 2022-2025. Also at the meeting, the SBOE approved a specific process to be used in the review and revision of the CTE TEKS. The CTE-specific process largely follows the process for TEKS review for other subject areas but was adjusted to account for differences specific to CTE. The 2022-2025 CTE cycle identifies two reviews, beginning with the winter 2023 review of a small group of courses in career preparation and entrepreneurship. An abbreviated version of the new CTE TEKS review process was used for the winter 2023 review. The second review in the 2022-2025 CTE TEKS review cycle began in summer 2023. The complete CTE TEKS review process is being used for the summer 2023 CTE TEKS review.

Applications to serve on the winter 2023 CTE TEKS review work groups were collected by the Texas Education Agency (TEA) from November 2022 through January 2023. TEA staff provided SBOE members with batches of applications for approval to serve on a CTE work group in November 2022 and in January 2023. Work groups were convened to develop recommendations for the CTE courses in February, March, April, July, and August 2023.

The proposed new CTE TEKS would ensure the standards for the career preparation and entrepreneurship courses included in the winter 2023 CTE TEKS review are up to date.

**FISCAL IMPACT:** No changes have been made to this section since published as proposed.

TEA has determined that for the first five years the proposal is in effect (2023-2027), there are fiscal implications to the state. For fiscal year 2023, the estimated cost to TEA to reimburse committee members for travel to review and revise the CTE TEKS is \$100,000. There will be implications for TEA if the state develops professional development to help teachers and administrators understand the revised TEKS.

There may be fiscal implications for school districts and charter schools to implement the proposed new TEKS, which may include the need for professional development and revisions to district-developed databases, curriculum, and scope and sequence documents. Since curriculum and instruction decisions are made at the local district level, it is difficult to estimate the fiscal impact on any given district.

**LOCAL EMPLOYMENT IMPACT:** No changes have been made to this section since published as proposed.

The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

**SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT:** No changes have been made to this section since published as proposed.

The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

**COST INCREASE TO REGULATED PERSONS:** No changes have been made to this section since published as proposed.

The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

**TAKINGS IMPACT ASSESSMENT:** No changes have been made to this section since published as proposed.

The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

**GOVERNMENT GROWTH IMPACT:** No changes have been made to this section since published as proposed.

TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would create new regulations by proposing new CTE TEKS required to be taught by school districts and charter schools offering the courses.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

**PUBLIC BENEFIT AND COST TO PERSONS:** No changes have been made to this section since published as proposed.

The proposal would better align the TEKS and add additional course options to students to support relevant and meaningful programs of study. There is no anticipated economic cost to persons who are required to comply with the proposal.

**DATA AND REPORTING IMPACT:** No changes have been made to this section since published as proposed.

The proposal would have no data or reporting impact.

**PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS:** No changes have been made to this section since published as proposed.

TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

**PUBLIC COMMENTS:** Following the August-September 2023 SBOE meeting, notice of proposed new 19 TAC §§127.19-127.22 and 127.275-127.278 was filed with the Texas Register, initiating the public comment period. The public comment period began October 13, 2023, and ended at 5:00 p.m. on November 13, 2023. No comments had been received at the time this item was prepared. A summary of public comments received will be provided to the SBOE prior to and during the November 2023 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in November 2023 in accordance with the SBOE board operating policies and procedures.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Approve for second reading and final adoption proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.19, Career and Technical Education Project-Based Capstone (One Credit), Adopted 2023; §127.20, Career Preparation I (Two Credits), Adopted 2023; §127.21, Career Preparation II (Two Credits), Adopted 2023; and §127.22, Extended Career Preparation (One Credit), Adopted 2023; and Subchapter F, Business, Marketing, and Finance, §127.275, Entrepreneurship I (One Credit), Adopted 2023; §127.276, Entrepreneurship II (One Credit), Adopted 2023; §127.277, Practicum in Entrepreneurship (One Credit), Adopted 2023; and §127.278, Extended Practicum in Entrepreneurship (One Credit), Adopted 2023; and

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.19, Career and Technical Education Project-Based Capstone (One Credit), Adopted 2023; §127.20, Career Preparation I (Two Credits), Adopted 2023; §127.21, Career Preparation II (Two Credits), Adopted 2023; and §127.22, Extended Career Preparation (One Credit), Adopted 2023; and Subchapter F, Business, Marketing, and Finance, §127.275, Entrepreneurship I (One Credit), Adopted 2023; §127.276, Entrepreneurship II (One Credit), Adopted 2023; §127.277, Practicum in Entrepreneurship (One Credit), Adopted 2023; and §127.278, Extended Practicum in Entrepreneurship (One Credit), Adopted 2023, is necessary and shall have an effective date of 20 days after filing with the Texas Register. (*Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.*)

**Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Programs

Shelly Ramos, Senior Director, Curriculum Standards and Student Support

**Attachment:**

Text of Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.19, Career and Technical Education Project-Based Capstone (One Credit), Adopted 2023; §127.20, Career Preparation I (Two Credits), Adopted 2023; §127.21, Career Preparation II (Two Credits), Adopted 2023; and §127.22, Extended Career Preparation (One Credit), Adopted 2023; and Subchapter F, Business, Marketing, and Finance, §127.275, Entrepreneurship I (One Credit), Adopted 2023; §127.276, Entrepreneurship II (One Credit), Adopted 2023; §127.277, Practicum in Entrepreneurship (One Credit), Adopted 2023; and §127.278, Extended Practicum in Entrepreneurship (One Credit), Adopted 2023

ATTACHMENT  
Text of Proposed New 19 TAC

**Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education**

**Subchapter B. High School**

**§127.19. Career and Technical Education Project-Based Capstone (One Credit), Adopted 2023.**

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Students shall be awarded one credit for successful completion of this course. Students may repeat this course with different course content for up to three credits.
- (c) Introduction.
  - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - (2) In Career and Technical Education Project-Based Capstone, students independently or collaboratively investigate real-world problems, issues, or interests. This course applies to a variety of career and technical education career clusters and programs of study.
  - (3) Career and Technical Education Project-Based Capstone is a course designed for students to develop and enhance essential skills while investigating real-world problems, issues, or interests. Students work independently or collaboratively with others within or across career clusters or programs of study. Students partner with mentor(s) or advisor(s) to develop a project. Students conduct research, compile findings, implement project activities appropriate to student contribution, and present their work to a relevant audience that may include industry experts. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings to become productive and contributing members of society.
  - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
  - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
  - (1) The student investigates independently or collaboratively a problem, issue, or interest within a selected profession or across disciplines to develop an independent or a collaborative project. The student is expected to:
    - (A) research and select a problem, issue, or interest within a selected profession or across disciplines for a personal enrichment or career development project;
    - (B) develop a problem statement, thesis statement, research question, or value proposition statement;
    - (C) identify and select a design or research process such as engineering design process, design thinking model, scientific discovery, or other industry-standard methodology;
    - (D) identify and select an appropriate audience for a problem, issue, or interest;
    - (E) identify key factors such as cost, feasibility, or time constraints necessary for successful development and implementation of a solution or plan; and

- (F) identify key resources such as financial, intellectual, physical, human, and digital resources needed for development and implementation of a plan.
- (2) The student identifies and develops key partnerships related to a problem, issue, or interest under the supervision of one or more mentors or advisors. The student is expected to:
- (A) identify key stakeholders;
- (B) research and select appropriate mentor(s) or advisor(s); and
- (C) recruit appropriate collaborators, partners, or contributors.
- (3) The student determines timeline goals for project completion and appropriate benchmarks to measure progress and success of a project. The student is expected to:
- (A) identify and use effective communication strategies to use with mentor(s) or advisor(s) to provide updates and status reports;
- (B) research and identify key performance indicators (KPI) that demonstrate successful progress of a project; and
- (C) select appropriate method(s) to benchmark measurement of KPI such as a Gantt chart.
- (4) The student develops a project management timeline for deliverables. The student is expected to:
- (A) define the key activities necessary for successful implementation of a project;
- (B) identify deliverable dates for key activities to support completion of a project within an established timeline; and
- (C) develop and execute a plan to monitor and complete key deliverables.
- (5) The student creates a risk analysis for a project. The student is expected to:
- (A) identify potential risks such as financial, economic, regulatory, ethical, environmental, or legal risks associated with the design and implementation of the project and the end product; and
- (B) evaluate and select methods to mitigate potential risks associated with a project.
- (6) The student identifies necessary approvals required for a project. The student is expected to:
- (A) research and identify approval processes necessary to implement a project;
- (B) prepare and present a proposal for project approval; and
- (C) review feedback and revise an original proposal for a project as needed.
- (7) The student implements a project that meets standards recognized within a selected profession or across disciplines. The student is expected to:
- (A) complete a project plan that includes problem statement, thesis statement, research question, or value proposition statement; key partners; measurables; deliverables; risk analyses; and approvals;
- (B) implement a plan for project completion;
- (C) monitor and evaluate the progress of a project plan to determine whether modifications or changes are necessary;
- (D) document all phases of a project plan; and
- (E) report periodically on the progress of a project plan.
- (8) The student demonstrates an understanding of a selected problem, issue, or interest by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:

- (A) identify an appropriate audience and coordinate the presentation of findings related to a selected problem, issue, or interest;
- (B) present findings in a professional manner such as using concise language, engaging content, relevant media, and clear speech;
- (C) evaluate feedback received from a presentation;
- (D) evaluate the project's potential impact(s) on the identified problem, issue, or interest; and
- (E) analyze and report on personal learning experiences such as essential skills gained, areas of personal growth, and challenges encountered throughout the project.

**§127.20. Career Preparation I (Two Credits), Adopted 2023.**

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisite: at least one Level 2 or higher career and technical education course. Students shall be awarded two credits for successful completion of this course. For this course to satisfy a Level IV requirement as part of a student's program of study, the employment experience must be related to the student's program of study.
- (c) Introduction.
  - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - (2) Career planning is a critical step and is essential to success. Applying to multiple career and technical education clusters, the career preparation courses provide students with a framework for current employment and future career opportunities to become productive and contributing members of society.
  - (3) Career Preparation I provides opportunities for students to participate in a work-based learning environment that incorporates continuous collaborative feedback between the employer, teacher, and student. This course combines classroom instruction with business and industry employment experiences that may be outside the student's current program of study. The goal is for students to obtain entry-level employment developing a variety of skills for obtaining and maintaining employment. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.
  - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
  - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
  - (1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:
    - (A) identify different methods to gain employment such as employer websites, job search engines, business locations, networking, and local open forums for job opportunities;
    - (B) identify and demonstrate essential workplace skills such as eye contact, professional greetings, punctuality, appropriate dress, and effective communication to gain employment;
    - (C) develop a cover letter and create a resume, curriculum vitae (CV), or portfolio;
    - (D) demonstrate proper interview techniques in a variety of situations;



- (E) create pre-employment documents, including thank you letters, and post-employment documents, including a resignation letter with customary notice provisions; and
  - (F) complete appropriate employment documents, including application, offer letter, I-9 form, and W-4 form.
- (2) The student develops essential skills necessary for success in the workplace. The student is expected to:
- (A) identify and model appropriate hygiene, grooming, and attire for various workplaces;
  - (B) demonstrate professionalism by being dependable, solving problems, taking initiative, communicating effectively, listening actively, and resolving conflicts;
  - (C) model appropriate workplace etiquette in physical and digital environments;
  - (D) demonstrate accountability by working with other employees to support the organization, completing assigned tasks and taking responsibility for mistakes; and
  - (E) demonstrate time management, including prioritizing work to fulfill responsibilities and meeting deadlines.
- (3) The student applies academic skills to the workplace. The student is expected to:
- (A) apply appropriate industry-specific mathematical skills;
  - (B) develop and analyze a personal budget for a variety of economic situations such as part-time and full-time employment;
  - (C) interpret data from industry-specific tables, charts, and graphs to find solutions to problems;
  - (D) organize, write, and curate industry-specific documents and electronic communication using appropriate language; and
  - (E) interpret and calculate information included in an earnings statement, including wages, deductions, taxes, and other benefits such as tips earned.
- (4) The student exemplifies appropriate interpersonal skills in the workplace. The student is expected to:
- (A) explain how interpersonal skills affect human relations on the job;
  - (B) differentiate between characteristics of successful and non-successful working relationships;
  - (C) explain the importance of respecting the rights of others;
  - (D) explain how different personalities, experiences, and workstyles of employees can affect the workplace; and
  - (E) demonstrate professional verbal and nonverbal communication, including proper phone usage, body language, and interactions with customers and coworkers in person and online.
- (5) The student applies ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to:
- (A) research and explain workplace policies and procedures related to absence reporting, employee theft, sexual harassment, recognized holidays, workplace safety, acceptable use policy, jury duty, attendance and punctuality, drug-free workplace, and related consequences;
  - (B) demonstrate responsible behavior by following applicable workplace and school codes of conduct with integrity;

- (C) discuss the importance of ethical behavior in the workplace such as treating others with respect, being honest, working to full potential, and developing a quality work product;
  - (D) summarize the importance of the Fair Labor Standards Act;
  - (E) describe the potential consequences of violating privacy laws related to Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and Children's Online Privacy Protection Rule (COPPA);
  - (F) research and explain the origins and legislative intent of the Civil Rights Act of 1964, Title VII, and the Education Amendments of 1972, Title IX, and the rights and responsibilities established by these laws; and
  - (G) research and describe laws and regulations related to a student's employment or a chosen industry or career.
- (6) The student applies concepts and skills related to safety in the workplace. The student is expected to:
- (A) identify and demonstrate safe working practices in the workplace;
  - (B) identify and illustrate solutions related to unsafe work practices;
  - (C) explain the importance of Occupational Safety and Health Administration regulations in the workplace; and
  - (D) describe physical health and mental wellness practices that influence job performance.
- (7) The student evaluates personal attitudes, work habits, and skills that support job retention and advancement. The student is expected to:
- (A) identify and develop effective leadership skills through participation in activities such as career and technical student organizations;
  - (B) identify appropriate certifications in the current employment position or desired occupational area;
  - (C) compare rewards and demands associated with various levels of employment in a variety of careers;
  - (D) investigate and compare career options by completing interest surveys, career aptitude tests, and skill inventories;
  - (E) generate short- and long-term Specific, Measurable, Attainable, Realistic, Time-Bound (SMART) goals for personal and career growth;
  - (F) research and explain methods for developing a growth mindset;
  - (G) summarize how to appropriately self-advocate in the workplace; and
  - (H) explain the impact of an employee self-evaluations, management performance evaluations, and employee feedback responses on personal job growth.
- (8) The student identifies skills and attributes necessary for professional success. The student is expected to:
- (A) evaluate and compare career options, including salaries and benefits;
  - (B) describe how interests, abilities, personal priorities, and family responsibilities affect career choices;
  - (C) identify continuing education opportunities that enhance career advancement and promote lifelong learning;
  - (D) analyze the future employment outlook in an occupational area of interest;
  - (E) describe entrepreneurial opportunities in an occupational area of interest; and

(F) evaluate strategies for career retention and advancement in response to the changing global workforce.

**§127.21. Career Preparation II (Two Credits), Adopted 2023.**

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.

(b) General requirements. This course is recommended for students in Grade 12. Prerequisite: Career Preparation I. Students shall be awarded two credits for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) Career planning is a critical step and is essential to success. Applying to multiple career and technical education clusters, the career preparation courses provide students with a framework for current employment and future career opportunities to become productive and contributing members of society.

(3) Career Preparation II provides additional opportunities for students to develop business and industry employment experiences that may be outside the student's current program of study alongside advanced classroom instruction. The goal is to prepare students with a variety of skills to transition from job- to career-mindedness. This course provides a continuing focus on collaborative feedback between the employer, teacher, and student. Career Preparation II expands on Career Preparation I by increasing rigor, supporting student attainment of academic standards, and effectively preparing students for college and career success.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

(1) The student applies and evaluates employability skills to improve the student's marketability within the workplace. The student is expected to:

(A) differentiate between a job and a career;

(B) refine an industry-specific professional portfolio or resume;

(C) identify appropriate sources for writing and obtain letters of recommendation;

(D) model proper interview skills based on a chosen career cluster; and

(E) evaluate the effectiveness of various methods to gain employment.

(2) The student demonstrates essential skills necessary for success in the workplace. The student is expected to:

(A) maintain appropriate hygiene, grooming, and attire for the workplace;

(B) model appropriate workplace etiquette in physical and digital environments;

(C) justify time-management decisions to fulfill responsibilities and meet deadlines;

(D) analyze employer expectations by reflecting on evaluations;

(E) demonstrate effective listening skills used in the workplace through appropriate interactions with customers and coworkers; and

- (F) cultivate and improve professionalism by continuously being dependable, solving problems, taking initiative, communicating effectively, and listening actively.
- (3) The student applies and enhances academic knowledge and skills in the workplace. The student is expected to:
- (A) integrate mathematical concepts into business transactions such as counting inventory, calculating discounts, and conducting cash transactions;
- (B) compare earning potential for an occupational area of interest with personal financial goals;
- (C) analyze and apply data from industry-specific tables, charts, or graphs to generate solutions to problems; and
- (D) analyze and synthesize information from electronic communications, including forms, reports, or summaries.
- (4) The student demonstrates leadership qualities by applying work ethic, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to:
- (A) identify positive interpersonal skills, including conflict resolution, effective communication, and respect for all people, and model these skills as a mentor with peers;
- (B) apply effective verbal, nonverbal, written, or electronic communication skills to a variety of audiences;
- (C) define personal integrity and evaluate its effects on human relations in the workplace;
- (D) classify a variety of working relationships into functional and dysfunctional characteristics; and
- (E) participate in leadership and career-development activities.
- (5) The student models ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to:
- (A) evaluate provisions of the Fair Labor Standards Act;
- (B) analyze the legal consequences of violating privacy laws related to Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and Children's Online Privacy Protection Act (COPPA);
- (C) research and describe laws governing different professions within a chosen career cluster;
- (D) analyze organizational policies and procedures and ethical standards from the student's current place of employment; and
- (E) interpret and evaluate the rights and responsibilities of employers and employees.
- (6) The student applies concepts and skills related to safety in the workplace. The student is expected to:
- (A) research and describe different types of identity theft to identify associated risks and prevention strategies;
- (B) identify and evaluate consequences of breach of personal and occupational safety practices in the workplace;
- (C) model safe working practices at a training station;
- (D) evaluate the impact of Occupational Safety and Health Administration regulations in the workplace; and
- (E) analyze how physical health and mental wellness practices influence career longevity and satisfaction within a chosen career cluster.

- (7) The student models the skills that support employment retention and advancement. The student is expected to:
- (A) create a personal growth plan that identifies relevant certifications, postsecondary opportunities, and technical skills required for various levels of employment based on a chosen career and describe how to obtain them;
  - (B) develop short- and long-term Specific, Measurable, Attainable, Realistic, Time-Bound (SMART) goals based on personal and professional growth plans;
  - (C) analyze the rewards and demands of career advancement;
  - (D) model appropriate self-advocacy in various workplace scenarios;
  - (E) compare current employee performance evaluations to previous evaluations to identify areas of growth and opportunities for continued development; and
  - (F) evaluate and compare employment advancement considerations such as salaries, benefits, and qualifications.
- (8) The student analyzes postsecondary career opportunities. The student is expected to:
- (A) research and compare declining and growth industries across career clusters;
  - (B) identify and analyze future job growth based on societal needs;
  - (C) analyze the skills required to be successful in emerging industries;
  - (D) identify continuing education opportunities to determine education and training requirements for future careers;
  - (E) research and evaluate entrepreneurial opportunities in an occupational area of interest; and
  - (F) evaluate how personal priorities such as interests, abilities, and family responsibilities may influence career choice.

**§127.22. Extended Career Preparation (One Credit), Adopted 2023.**

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Corequisite: Career Preparation I or Career Preparation II. This course must be taken concurrently with Career Preparation I or Career Preparation II and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is demonstrating proficiency in additional and more advanced knowledge and skills.
- (c) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - (2) Career planning is a critical step and is essential to success. Applying to multiple career and technical education clusters, the career preparation courses provide students with a framework for current employment and future career opportunities to become productive and contributing members of society.
  - (3) Extended Career Preparation is an enhancement and extension to Career Preparation I or Career Preparation II to provide additional opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences that may be outside the student's current program of study. The goal is to provide students additional time for deeper exploration of skills in the workplace. Career preparation is

relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

- (1) The student demonstrates employability skills as required by business and industry. The student is expected to:
  - (A) identify and participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;
  - (B) complete work tasks with high standards to ensure delivery of quality products and services; and
  - (C) demonstrate and apply planning and time-management skills to work tasks.
- (2) The student demonstrates essential skills for success in the workplace. The student is expected to:
  - (A) demonstrate and apply professional standards and personal qualities needed to be employable such as punctuality, initiative, and cooperation;
  - (B) apply appropriate content knowledge, technical concepts, and vocabulary in the workplace;
  - (C) apply effective listening skills to obtain and clarify information in the workplace; and
  - (D) maintain appropriate hygiene, grooming, and attire in the workplace.
- (3) The student applies and enhances academic knowledge and skills in the workplace. The student is expected to:
  - (A) employ critical-thinking skills to solve problems and make decisions; and
  - (B) analyze elements of a problem to develop creative and innovative solutions.
- (4) The student exemplifies appropriate interpersonal and communication skills in the workplace. The student is expected to:
  - (A) demonstrate teamwork using conflict-management skills to achieve collective goals;
  - (B) apply verbal and non-verbal communication skills consistently in a manner that is clear, concise, and effective; and
  - (C) model effective internal and external communications to support work activities.
- (5) The student models ethical codes of conduct and legal responsibilities within the workplace. The student is expected to:
  - (A) demonstrate a positive work ethic by performing assigned tasks as directed;
  - (B) model ethical reasoning in workplace situations;
  - (C) comply with all applicable rules, laws, and regulations in the workplace; and
  - (D) research and explain the roles of the Equal Employment Opportunity Commission (EEOC) and the Texas Workforce Commission (TWC) in the workplace.
- (6) The student applies concepts and skills related to safety in the workplace. The student is expected to:
  - (A) follow workplace safety rules and regulations consistently;
  - (B) operate tools and equipment used in the workplace safely;

- (C) report and handle accidents and safety incidents according to workplace procedures as necessary; and
- (D) describe and perform a hazard analysis of the workplace.
- (7) The student participates in a paid or an unpaid career preparation experience. The student is expected to:
  - (A) conduct, document, and evaluate learning activities in a supervised employment experience;
  - (B) assess and report on advanced technical knowledge and skills related to the student's occupational objective and growth;
  - (C) evaluate strengths and weaknesses in technical skill proficiency; and
  - (D) document experiences related to the workplace and curate work samples.

## **Subchapter F. Business, Marketing, and Finance**

### **§127.275. Entrepreneurship I (One Credit), Adopted 2023.**

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. Recommended prerequisite: Principles of Business, Marketing and Finance. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
  - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - (2) The Business, Marketing, and Finance Career Cluster focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing.
  - (3) In Entrepreneurship I, students will gain the knowledge and skills needed to become an entrepreneur in a free enterprise system. Students will learn the key concepts necessary to begin and operate a business. The primary focus of the course is to help students identify the types and selection criteria of business structures, understand the components of a business plan, determine feasibility of an idea using research, and develop and present a business concept. In addition, students will understand the basics of management, accounting, finance, marketing, risk, and product development.
  - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations, local chamber of commerce meetings, and meetings with entrepreneurs, mentors, or industry experts.
  - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
  - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
    - (A) demonstrate professional business communication skills such as verbal phone conversations and the construction of email in a professional manner, including subject line, salutation, email body, closing, and signature;
    - (B) model professional business norms for face-to-face and virtual interactions in alignment with business norms;
    - (C) identify how to conduct a meeting with professionals, including the importance of punctual attendance, wearing attire appropriate for the meeting, introducing all parties to one another, reviewing and using the meeting agenda as a guide for the meeting, taking notes during the meeting, and sending meeting outcomes to each participant after the conclusion of the meeting;
    - (D) communicate effectively with others using verbal and nonverbal communication, active listening, and writing skills in a business setting;
    - (E) demonstrate collaboration skills, including resolving conflicts, within a team setting;
    - (F) demonstrate a productive work ethic, including performing assigned tasks, following schedules, and meeting deadlines;
    - (G) evaluate the ethical course of action for entrepreneurs using applicable rules, laws, and regulations;



- (H) demonstrate leadership skills by participating in career and technical student organizations, leading a team project, or facilitating a group discussion;
  - (I) demonstrate coachability skills by receiving and giving constructive feedback; and
  - (J) demonstrate critical and analytical thinking skills when comparing business decisions.
- (2) The student demonstrates an understanding of entrepreneurship. The student is expected to:
- (A) distinguish between the terms entrepreneurship and entrepreneur;
  - (B) define small-, medium-, and large-sized businesses;
  - (C) differentiate between the various routes to entrepreneurship, including start-ups, franchising, acquisition, mergers, and non-profit ownership;
  - (D) identify and discuss the risks and benefits of an entrepreneurial way of life;
  - (E) analyze and discuss the advantages and disadvantages of entrepreneurship;
  - (F) distinguish between intrapreneurship and entrepreneurship; and
  - (G) identify the role entrepreneurship plays in innovation within a free-market economy.
- (3) The student researches corporations, franchises, partnerships, and sole proprietorships to understand business structures. The student is expected to:
- (A) evaluate the advantages and disadvantages involved with the ownership of each business structure, including control, tax implications, risk, and liability;
  - (B) differentiate between management structures for different types of business;
  - (C) investigate local businesses and classify them by their business structures; and
  - (D) identify the primary importance of shareholders.
- (4) The student engages in discovery activities related to entrepreneurship. The student is expected to:
- (A) complete a career interest inventory or career aptitude test and a personality assessment to identify personality traits, strengths, and weaknesses;
  - (B) identify characteristics of successful entrepreneurs; and
  - (C) identify opportunities for personal growth through self-reflection activities.
- (5) The student identifies problems and creates solutions to address market wants and needs. The student is expected to:
- (A) identify and analyze problems in the marketplace through an ideation process; and
  - (B) describe possible solutions for the marketplace problems identified.
- (6) The student understands the key components included in a business plan. The student is expected to:
- (A) define and explain basic accounting terms, including revenue; expenses; cash; accounts receivable; accounts payable; fixed assets; liquid assets; inventory; liabilities; cost of goods sold; earnings before interest, taxes, depreciation, and amortization (EBITDA); gross profit; net profit; forecasts; cash flow; return on investment; and owners' equity;
  - (B) identify possible diversified revenue streams for a business;
  - (C) define and explain variable, fixed, and mixed costs;
  - (D) identify the components of key financial statements of a business plan, including balance sheet, profit and loss statement, and cash flow statement;
  - (E) calculate unit economics and a break-even point using sample data;
  - (F) define and explain different channels of distribution;

- (G) define and explain demographics, psychographics, and geographics as related to potential customer segment;
  - (H) provide examples of market segments;
  - (I) compare various pricing strategies such as cost-plus pricing, price skimming, penetration pricing, premium pricing, and value-based pricing;
  - (J) define and explain a competitive analysis;
  - (K) analyze and explain different types of marketing and sales strategies, including digital and social media marketing;
  - (L) identify and define key performance metrics; and
  - (M) describe the unique value proposition of a product or service that provides a competitive edge against existing competitors.
- (7) The student demonstrates an understanding of a business planning methodology. The student is expected to:
- (A) identify the components of a business planning tool, including the Business Model Canvas; and
  - (B) apply a business planning template to an existing business.
- (8) The student creates a plan for a preliminary business concept. The student is expected to:
- (A) identify a current market need or problem;
  - (B) identify a product or service to address the market need or problem;
  - (C) explain the unique value proposition of the product or service;
  - (D) explain potential impacts of the availability of the product or service on a selected target market; and
  - (E) summarize the feasibility and key elements of the business venture.
- (9) The student develops and delivers a comprehensive presentation on a preliminary business concept. The student is expected to:
- (A) identify and explain the components of a pitch;
  - (B) create a pitch for a preliminary business concept;
  - (C) align presentation strategies to the intended audience and purpose;
  - (D) select and implement effective multimedia strategies for a presentation;
  - (E) provide and receive constructive feedback following a presentation; and
  - (F) demonstrate effective presentation skills.
- (10) The student knows how to access and use organizations and resources to support entrepreneurs. The student is expected to:
- (A) identify and compare the opportunities of various local, state, and national organizations and associations that provide resources to entrepreneurs, including startup grants and loans; and
  - (B) analyze the benefits of the various services provided by the Small Business Administration, Small Business Development Centers, Service Corps of Retired Executives (SCORE), chambers of commerce, institutions of higher education, and industry-related associations.

**§127.276. Entrepreneurship II (One Credit), Adopted 2023.**

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Entrepreneurship I. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
  - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - (2) The Business, Marketing, and Finance Career Cluster focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing.
  - (3) In Entrepreneurship II, students gain the knowledge and skills needed to become successful entrepreneurs within an innovative marketplace in a free enterprise system. The goal and outcome of the course are for students to have a business launched by the end of the course or have the tools necessary to launch and operate a business. In this course, students learn and initiate the process of taking a business plan from idea to implementation. Students are encouraged to work in close cooperation with local industry leaders and community members to develop ideas and objectives, complete a business planning tool, pitch for funding, and register with governmental agencies.
  - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations, local chamber of commerce meetings, and meetings with entrepreneurs, mentors, or industry experts.
  - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
  - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
    - (A) demonstrate professional business skills through written and oral communication;
    - (B) demonstrate a productive work ethic by using a personal calendar and task list;
    - (C) conduct meetings in face-to-face and virtual settings by creating an agenda, confirming the meeting, using an agenda as a guide for the meeting, and sending meeting follow-up correspondence;
    - (D) demonstrate collaboration skills within a diverse team setting;
    - (E) identify an ethical course of action in a business setting;
    - (F) demonstrate leadership skills by participating in career and technical student organizations, leading a team project, or facilitating a group discussion;
    - (G) demonstrate coachability skills by using feedback to inform decision making;
    - (H) set short- and long-term goals;
    - (I) identify appropriate business attire in various work settings; and
    - (J) demonstrate critical and analytical thinking skills when comparing business decisions.
  - (2) The student demonstrates an understanding of the entrepreneurial environment. The student is expected to:

- (A) compare the advantages and disadvantages of corporations, franchises, partnerships, limited-liability companies, and sole-proprietorships;
  - (B) evaluate the factors involved with starting, acquiring, or expanding a business;
  - (C) describe franchise opportunities and ownership requirements;
  - (D) define scaling as it applies to growing a business; and
  - (E) self-reflect and evaluate personal strengths for becoming a successful entrepreneur.
- (3) The student engages in the ideation process and determines the feasibility of an entrepreneurial venture. The student is expected to:
- (A) identify and analyze problems in the marketplace through an ideation process;
  - (B) analyze market research to identify possible solutions to a problem;
  - (C) identify the customer segment affected by a problem;
  - (D) evaluate the feasibility of possible solutions to a problem, including a competitive analysis such as a strength, weakness, opportunities, and threats (SWOT) analysis; and
  - (E) select and present the most viable solution to a problem based on market research, feasibility, and customer segmentation.
- (4) The student creates a minimum viable product (MVP) for a start-up business. The student is expected to:
- (A) define minimum viable product and unique value proposition for a good or service;
  - (B) create a minimum viable product to a solution generated from an ideation process;
  - (C) identify unique value proposition(s) of a minimum viable product;
  - (D) present the minimum viable product, including the unique value proposition(s), for feedback; and
  - (E) conduct market testing of the minimum viable product.
- (5) The student understands how to select a funding source for a start-up business. The student is expected to:
- (A) compare the advantages and disadvantages of potential funding sources, including crowdsourcing, private equity firms, venture capitalists, banks and other lenders, friends and relatives, grants, state and local development agencies, and angel investors;
  - (B) identify predatory lending schemes and practices; and
  - (C) evaluate risks and benefits of various funding sources from short- and long-term perspectives.
- (6) The student determines an ownership structure for a start-up business. The student is expected to:
- (A) compare ownership structures for a start-up business;
  - (B) select an ownership structure and explain why it is appropriate for a start-up business; and
  - (C) explain the process for legally registering and obtaining a tax status for a start-up business for a selected ownership structure.
- (7) The student uses a business planning tool to develop a start-up business concept. The student is expected to:
- (A) research business plan outlines, resources, and templates such as Business Model Canvas, lean business model template, or a traditional business plan template;
  - (B) select an appropriate business planning tool for a start-up business;

- (C) complete the components of a selected business planning tool for a start-up business concept; and
  - (D) present a start-up business concept for feedback.
- (8) The student demonstrates an understanding of accounting and financial practices. The student is expected to:
- (A) explain the importance of budgeting and cash flow, including burn rate;
  - (B) identify revenues and expenses for a start-up business;
  - (C) explain the importance of a profit and loss statement, balance sheet, and statement of cash flow;
  - (D) create an operational budget for a start-up business;
  - (E) create a monthly projected financial statement for a three-year period for a start-up business;
  - (F) identify accounting tools and services such as accounting and bookkeeping software, payroll services, and tax services; and
  - (G) select appropriate accounting tools and services for a start-up business.
- (9) The student demonstrates an understanding of the legal and regulatory environment for a business. The student is expected to:
- (A) differentiate ways to protect intellectual property;
  - (B) distinguish between the advantages and disadvantages of a patent;
  - (C) determine the types of licenses a start-up business might be required to obtain, including a business license, employer identification number, name registry, professional license, and occupational license;
  - (D) examine the role of government agencies that oversee business regulations and determine the regulatory implications for a start-up business;
  - (E) examine the role of workplace safety and health in the regulatory environment and determine its implications for a start-up business;
  - (F) analyze the purpose of legally binding contracts;
  - (G) explain the implications of tax laws on a business;
  - (H) describe the impact of labor laws when creating a start-up business;
  - (I) create a sample contract for a start-up business such as sales, employment, purchase, lease, or non-disclosure agreement; and
  - (J) examine implications of sexual harassment and workplace violence on a business.
- (10) The student demonstrates an understanding of ethical and moral obligations in entrepreneurship as they relate to shareholders, employees, customers, and the community. The student is expected to:
- (A) develop ideas to build a moral and ethical business culture;
  - (B) evaluate the impact of unethical and immoral practices on stakeholders;
  - (C) create the core values for a start-up business; and
  - (D) create purpose, vision, and mission statements for a start-up business.
- (11) The student understands the impact of leadership, human resources, and management on a start-up business. The student is expected to:
- (A) distinguish between leadership and management;

- (B) explore and identify personal leadership style;
  - (C) develop recruitment, hiring, and retention strategies for a start-up business;
  - (D) examine and describe effective leadership and management strategies;
  - (E) create an organizational chart for a start-up business;
  - (F) create job descriptions for key roles in a start-up business; and
  - (G) explain how company culture impacts recruitment and retention.
- (12) The student determines a pricing structure for a start-up business. The student is expected to:
- (A) create and justify a pricing structure for a start-up business;
  - (B) develop and analyze pricing objectives;
  - (C) use sample data to calculate prices, markups, and discounts for a start-up business;
  - (D) calculate unit economics and a break-even point for a start-up business; and
  - (E) explain the role of supply and demand on pricing.
- (13) The student determines effective marketing and promotional strategies for a start-up business. The student is expected to:
- (A) develop promotional objectives;
  - (B) create a marketing plan for a start-up business that includes the use of internet, social media, and sales strategies;
  - (C) analyze customer buying behavior to inform promotional decision-making;
  - (D) create promotional materials using appropriate technology;
  - (E) conduct a market test to measure promotional effectiveness;
  - (F) explain the role of search engine optimization as a marketing strategy;
  - (G) select an appropriate point-of-sale or e-commerce payment method; and
  - (H) compare how promotional strategies change during the product life cycle.
- (14) The student understands the role of distribution and supply chain management for a start-up business. The student is expected to:
- (A) determine distribution costs associated with transportation, storage, product handling, and inventory control;
  - (B) explain how distribution adds value to a product or service by providing place, possession, and time utility to a consumer;
  - (C) select suppliers for the production of goods and services; and
  - (D) analyze risks and challenges with supply chain management and distribution.
- (15) The student understands key metrics to measure the success of a business. The student is expected to:
- (A) explain the role and importance of key metrics as a measure of success;
  - (B) identify and define common key metrics; and
  - (C) select and justify key metrics for a start-up business.
- (16) The student presents a well-organized business plan. The student is expected to:
- (A) create and present a comprehensive business plan that includes business description, target market, key metrics, revenue streams, pricing structure, competitive advantage, unique value proposition, distribution channels, and financial forecast;

- (B) identify the purpose of and present an elevator pitch;
  - (C) create and deliver a presentation for start-up business funding;
  - (D) select and implement effective multimedia strategies for a presentation;
  - (E) provide and receive constructive feedback following a presentation;
  - (F) demonstrate effective presentation skills; and
  - (G) create an executive summary.
- (17) The student understands the process for launching a start-up business. The student is expected to:
- (A) research and identify the process for launching a start-up business in the local area;
  - (B) evaluate insurance costs, locations, and loan terms; and
  - (C) assess equipment needs and other resources needed to launch the business.

**§127.277. Practicum in Entrepreneurship (Two Credits), Adopted 2023.**

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisites: Entrepreneurship I and Entrepreneurship II or successful completion of at least two courses in a career and technical education (CTE) program of study. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.
- (c) Introduction.
  - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - (2) This course can serve in multiple CTE programs of study, as it focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing related to the student's industry focus.
  - (3) Practicum in Entrepreneurship provides students the opportunity to apply classroom learning and experiences to real-world business problems and opportunities in a free enterprise system while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or an unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.
  - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations, local chamber of commerce meetings, and meetings with entrepreneurs, mentors, or industry experts.
  - (5) Students are encouraged to transition from the idea phase to action and implementation of a business, including validation through sales in a real or simulated scenario.
  - (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.

- (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:
  - (A) participate in a paid or an unpaid laboratory or work-based application of previously studied knowledge and skills related to entrepreneurship;
  - (B) demonstrate professional business skills through written and oral communication;
  - (C) demonstrate collaboration skills through teamwork;
  - (D) demonstrate professionalism by behaving in a manner appropriate for the profession and workplace;
  - (E) demonstrate a positive, productive work ethic by performing assigned tasks as directed;
  - (F) comply with all applicable rules, laws, and regulations;
  - (G) demonstrate time-management skills by prioritizing tasks, following schedules, and accomplishing goal-relevant activities in a way that uses time wisely and optimizes efficiency and results;
  - (H) identify appropriate business attire for the selected workplace; and
  - (I) demonstrate critical and analytical thinking skills when comparing business decisions.
- (2) The student analyzes major problem areas and potential problem areas for entrepreneurs while demonstrating an understanding of leverage points and constraints. The student is expected to:
  - (A) assess businesses that have failed, determine factors associated with business closure, and prepare and present analysis to peers;
  - (B) research and analyze risks faced by entrepreneurs;
  - (C) evaluate entrepreneurial risk versus opportunity for a given scenario;
  - (D) describe how entrepreneurship differs from working for an employer;
  - (E) analyze personal aptitude for entrepreneurship;
  - (F) describe how entrepreneurs must manage organizational finances;
  - (G) research and apply the entrepreneur's approach to risk-taking as it applies to business decision-making;
  - (H) explore and explain a company's competitive advantage in its field of interest; and
  - (I) analyze the risks and rewards of business ownership by interviewing an entrepreneur in a chosen field of interest.
- (3) The student identifies the appropriate legal structure, benefits, and drawbacks for different business types. The student is expected to:
  - (A) describe the different basic types of business formation, including sole proprietorship, partnership, corporation, and limited liability company;
  - (B) compare the benefits and drawbacks for each type of business structure such as personal liability and taxes; and
  - (C) research an existing business and simulate liability issues associated with its type of business structure through role-play.
- (4) The student determines how to obtain funding and all associated costs needed to start a particular business. The student is expected to:
  - (A) describe all materials, facilities, technology, inventory, and personnel that will be needed to start and sustain the business;
  - (B) devise a timeline of tasks that must be completed, including the associated costs;



- (C) list and describe all supplies, personnel wages and salaries, inventories, insurance, utilities, repair and maintenance, and other operating costs associated with funding the business once it is operating;
  - (D) document and analyze the costs associated with operating the business, using cash flow and return on investment as a means of evaluation;
  - (E) estimate how much money will be needed on-hand to operate the business until the break-even point;
  - (F) seek the advice of mentors from industry to analyze and discuss actual business situations and funding options to assist the student with a business idea;
  - (G) create and analyze financial statements to identify ways to improve business performance in a business model of choice; and
  - (H) define cash burn in relationship to a business's viability.
- (5) The student examines the responsibilities businesses have to employees and the community. The student is expected to:
- (A) explain the benefits of a business that contributes to the economic well-being of its employees and community;
  - (B) research and describe the methods in which a business can ensure economic growth and provide jobs;
  - (C) explore and analyze the health and safety responsibilities a business has to the community and its employees; and
  - (D) research and identify how businesses are making investments in community infrastructure.
- (6) The student analyzes for-profit and non-profit business growth and exit strategies. The student is expected to:
- (A) compare business growth strategies and identify and defend the most favorable for a potential business;
  - (B) describe methods that a business owner can use to obtain financial support to expand a business;
  - (C) identify and explain various methods an entrepreneur can use to determine how much a business is worth;
  - (D) analyze various paths to exit a business and the impact from startup decisions; and
  - (E) explain the factors an entrepreneur should consider when preparing to exit a business.
- (7) The student collaborates in small groups to complete a project-based research activity to develop critical thinking and creative problem solving. The student is expected to:
- (A) analyze a real-world work site and research an existing issue or problem the business is experiencing;
  - (B) research and report how to resolve the business problem;
  - (C) develop a proposal for future business opportunities; and
  - (D) determine how to create business relationships or alliances that would be beneficial to the business.

**§127.278. Extended Practicum in Entrepreneurship (One Credit), Adopted 2023.**

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.

(b) General requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or an unpaid capstone experience for students participating in a coherent sequence of career and technical education (CTE) courses in the Marketing Career Cluster. Recommended prerequisites: Entrepreneurship I and Entrepreneurship II or successful completion of at least two courses in a CTE program of study. Corequisite: Practicum in Entrepreneurship. This course must be taken concurrently with Practicum in Entrepreneurship and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

(c) Introduction.

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) This course can serve in multiple CTE programs of study, as it focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing related to the student's industry focus.
- (3) Extended Practicum in Entrepreneurship provides students the opportunity to apply classroom learning and experiences to real-world business problems and opportunities in a free enterprise system while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or an unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations, local chamber of commerce meetings, and meetings with entrepreneurs, mentors, or industry experts.
- (5) Students are encouraged to transition from the idea phase to action and implementation of a business, including validation through sales in a real or simulated scenario.
- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
  - (A) participate in a paid or an unpaid, laboratory- or work-based application of previously studied knowledge and skills related to entrepreneurship;
  - (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;
  - (C) demonstrate professional standards and personal qualities needed to succeed as an entrepreneur such as self-discipline, integrity, customer service, work ethic, and adaptability with increased fluency;
  - (D) demonstrate use of business information management tools with increased fluency for relevant projects;

- (E) employ teamwork and conflict-management skills with increased fluency to achieve collective goals; and
  - (F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.
- (2) The student applies professional communications strategies. The student is expected to:
- (A) demonstrate proper use of written, verbal, and visual communication techniques with increased proficiency;
  - (B) apply active listening skills to obtain and clarify information;
  - (C) create and deliver formal and informal presentations effectively;
  - (D) analyze, interpret, and effectively communicate information; and
  - (E) exhibit positive customer/client communication skills to maintain effective internal and external business relationships.
- (3) The student implements advanced problem-solving methods. The student is expected to:
- (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions;
  - (B) conduct technical research to gather information necessary for decision making; and
  - (C) analyze elements of a problem to develop creative and innovative solutions.
- (4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to:
- (A) demonstrate understanding of and consistently follow workplace safety rules and regulations; and
  - (B) adhere to technology safety and cybersecurity policies such as acceptable use policy and webpage policies.
- (5) The student understands the ethical and legal responsibilities in entrepreneurship. The student is expected to:
- (A) apply appropriate responses to workplace situations based on personal or professional ethical responsibilities;
  - (B) demonstrate integrity by choosing the ethical course of action when making decisions; and
  - (C) comply with all applicable rules, laws, and regulations for the selected industry.
- (6) The student participates in an entrepreneurial experience. The student is expected to:
- (A) conduct, document, and evaluate learning activities in a supervised experience;
  - (B) develop advanced technical knowledge and skills related to the student's occupational objective;
  - (C) demonstrate use of information technology tools to manage and perform work responsibilities;
  - (D) create customary styles of documents such as memoranda, letters, emails, and reports, as appropriate, to an industry of choice;
  - (E) apply the elements and processes of entrepreneurship to grow a business idea and meet customer expectations;
  - (F) demonstrate growth of technical skill competencies;
  - (G) evaluate strengths and weaknesses in technical skill proficiency; and

(H) collect representative work samples.

**Public Hearing on Proposed Revisions to Career and Technical Education Texas Essential Knowledge and Skills in Agriculture, Food, and Natural Resources; Transportation, Distribution, and Logistics; and Science, Technology, Engineering, and Mathematics**

**November 15, 2023**

**COMMITTEE OF THE FULL BOARD: DISCUSSION  
STATE BOARD OF EDUCATION: NO ACTION**

**SUMMARY:** A public hearing before the State Board of Education (SBOE) is scheduled for Wednesday, November 15, 2023. Testimony will be presented regarding proposed revisions to the Texas Essential Knowledge and Skills (TEKS) for courses in the agribusiness, animal science, plant science, and aviation maintenance programs of study as well as two science, technology, engineering, and mathematics (STEM) courses that may satisfy science graduation requirements. In accordance with SBOE operating procedures, oral testimony will be limited to two minutes per person.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), and (j); and 28.025(a) and (b-2)(2).

TEC, §7.102(c)(4), requires the SBOE to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.002(j), allows the SBOE by rule to require laboratory instruction in secondary science courses and require a specific amount or percentage of time in a secondary science course that must be laboratory instruction.

TEC, §28.025(a), requires the SBOE to by rule determine the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under TEC, §28.002.

TEC, §28.025(b-2)(2), requires the SBOE to allow a student by rule to comply with the curriculum requirements for the third and fourth mathematics credits under TEC, §28.025(b-1)(2), or the third and fourth science credits under TEC, §28.025(b-1)(3), by successfully completing a CTE course designated by the SBOE as containing substantially similar and rigorous content.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**BACKGROUND INFORMATION AND JUSTIFICATION:** In accordance with statutory requirements that the SBOE identify by rule the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject.

During the November 2022 meeting, the SBOE approved a timeline for the review of CTE courses for 2022-2025. Also at the meeting, the SBOE approved a specific process to be used in the review and revision of the CTE TEKS. The CTE-specific process largely follows the process for TEKS review for

other subject areas but was adjusted to account for differences specific to CTE. The 2022-2025 CTE cycle identifies two reviews, beginning with the winter 2023 review of a small group of courses in career preparation and entrepreneurship. An abbreviated version of the new CTE TEKS review process was used for the winter 2023 review. The second review in the 2022-2025 CTE TEKS review cycle began in summer 2023. The complete CTE TEKS review process was used for the summer 2023 CTE TEKS review.

Applications to serve on the summer 2023 CTE TEKS review work groups were collected by the Texas Education Agency (TEA) from February through July 2023. TEA staff provided SBOE members with batches of applications for approval to serve on a CTE work group in April and May 2023. Work groups were convened to develop recommendations for the CTE courses in May, June, August, and September 2023.

The proposal would ensure the standards for agribusiness, animal science, plant science, aviation maintenance, and STEM courses that may satisfy science graduation requirements remain current and support relevant and meaningful programs of study.

Proposed Revisions to Career and Technical Education Texas Essential Knowledge and Skills in Agriculture, Food, and Natural Resources; Transportation, Distribution, and Logistics; and Science, Technology, Engineering, and Mathematics is presented for discussion as a separate item in this agenda.

**Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Programs

Shelly Ramos, Senior Director, Curriculum Standards and Student Support

**Discussion of Proposed Revisions to Career and Technical Education Texas Essential Knowledge and Skills in Agriculture, Food, and Natural Resources; Transportation, Distribution, and Logistics; and Science, Technology, Engineering, and Mathematics**

**November 15, 2023**

**COMMITTEE OF THE FULL BOARD: DISCUSSION  
STATE BOARD OF EDUCATION: NO ACTION**

**SUMMARY:** This item provides the opportunity for the committee to discuss proposed revisions to career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) in agriculture, food, and natural resources; transportation, distribution, and logistics; and science, technology, engineering, and mathematics (STEM). The proposal would add new courses and update existing courses in the agribusiness, animal science, plant science, and aviation maintenance programs of study as well as revise two STEM courses that may satisfy science graduation requirements to ensure the content of the courses remains current and supports relevant and meaningful programs of study.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), and (j); and 28.025(a) and (b-2)(2).

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.002(j), allows the SBOE by rule to require laboratory instruction in secondary science courses and require a specific amount or percentage of time in a secondary science course that must be laboratory instruction.

TEC, §28.025(a), requires the SBOE to determine by rule the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under the TEC, §28.002.

TEC, §28.025(b-2)(2), requires the SBOE to allow a student by rule to comply with the curriculum requirements for the third and fourth mathematics credits under TEC, §28.025(b-1)(2), or the third and fourth science credits under TEC, §28.025(b-1)(3), by successfully completing a CTE course designated by the SBOE as containing substantially similar and rigorous content.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**BACKGROUND INFORMATION AND JUSTIFICATION:** In accordance with statutory requirements that the SBOE identify by rule the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject.

During the November 2022 meeting, the SBOE approved a timeline for the review of CTE courses for 2022-2025. Also at the meeting, the SBOE approved a specific process to be used in the review and revision of the CTE TEKS. The CTE-specific process largely follows the process for TEKS review for other subject areas but was adjusted to account for differences specific to CTE. The 2022-2025 CTE cycle identifies two reviews, beginning with the winter 2023 review of a small group of courses in career preparation and entrepreneurship. An abbreviated version of the new CTE TEKS review process was used for the winter 2023 review. The second review in the 2022-2025 CTE TEKS review cycle began in summer 2023. The complete CTE TEKS review process was used for the summer 2023 CTE TEKS review.

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The proposal would ensure the standards for agribusiness, animal science, plant science, aviation maintenance, and STEM courses that may satisfy science graduation requirements remain current and support relevant and meaningful programs of study.

A public hearing item regarding proposed revisions to the TEKS for courses in the agribusiness, animal science, plant science, and aviation maintenance programs of study as well as two STEM courses that may satisfy science graduation requirements is presented as a separate item in this agenda.

**Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Programs

Shelly Ramos, Senior Director, Curriculum Standards and Student Support

**Attachment I:**

CTE TEKS Review Draft Recommendations, Agribusiness

**Attachment II:**

CTE TEKS Review Draft Recommendations, Animal Science

**Attachment III:**

CTE TEKS Review Draft Recommendations, Plant Science

**Attachment IV:**

CTE TEKS Review Draft Recommendations, CTE Courses that Satisfy Science Graduation Requirements

**Attachment V:**

CTE TEKS Review Draft Recommendations, Aviation Maintenance



**Career and Technical Education TEKS Review Draft Recommendations**

Texas Essential Knowledge and Skills for Career and Technical Education Draft Recommendations  
 Agribusiness Work Group  
 Courses: Principles of Agriculture, Food, and Natural Resources; Agricultural Leadership, Research, and Communications;  
 Professional Standards and Communication in Agriculture; Agribusiness Management and Marketing;  
 Practicum in Agriculture, Food, and Natural Resources; Extended Practicum in Agriculture, Food, and Natural Resources

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The document reflects the final recommendations to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education’s TEKS review work groups for: Principles of Agriculture, Food, and Natural Resources; Agricultural Leadership, Research, and Communications; Professional Standards and Communication in Agriculture; Agribusiness Management and Marketing; Practicum in Agriculture, Food, and Natural Resources; Extended Practicum in Agriculture, Food, and Natural Resources.

Proposed additions are shown in green font with underline (additions). Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple italicized font with strikethrough (*~~moved text~~*) and is shown in the proposed new location in purple italicized font with underlines (*new text location*). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. The following notations may be used as part of the explanations.

<b>Abbreviation</b>	<b>Description</b>
KS	refers to knowledge and skills statement
SE	Refers to student expectation
CCRS	refers to the College and Career Readiness Standards
CDS	refers to cross disciplinary standards in the CCRS
ELA	refers to English language arts standards in the CCRS
SS	refers to social studies standards in the CCRS
Gap Skills	refers to report on essential knowledge and skills aligned to in-demand high-wage occupations

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**§127.XXX 130.2. Principles of Agriculture, Food, and Natural Resources (One Credit), Adopted 2024, ~~Adopted 2015~~.**

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.	
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products <u>and</u> <del>resources</del> .	
(3)	Principles of Agriculture, Food, and Natural Resources will allow students to <u>explore major areas of agriculture, food, and natural resources, including organizations, agribusiness leadership and communications, plant science, animal science, food science and technology, agricultural technology and mechanical systems, and environmental and natural resources.</u> <del>develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.</del> To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge <del>in agriculture.</del> <u>acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.</u> To prepare for success, students need opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.	Removed “globalization as an SE” Removed “in agriculture” - redundant More clear description of major areas of agriculture
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	Gap Knowledges: Work safety
(A)	identify career development, education, and entrepreneurship opportunities in the field of agriculture, food, and natural resources;	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E.

(B)	<u>identify and demonstrate</u> <del>apply competencies related to resources, information,</del> interpersonal <del>skills,</del> problem solving, <u>and</u> critical thinking <del>skills,</del> <u>and systems of operation</u> in agriculture, food, and natural resources;	CCRS.CDS.I.A.1.b., D.1.2.3.E.II.B.C.E. Align with AFNR level 1 & 2 employability skills
(C)	<u>describe and</u> demonstrate <u>appropriate</u> <del>knowledge of</del> personal and occupational safety; <u>and</u> <u>health practices for</u> <del>environmental regulations, and first-aid policy in</del> the workplace;	CCRS.CDS. F.1.2.3.4 CCRS Science X.E. Align with AFNR level 1 & 2 employability skills
(D)	<u>identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities;</u> <del>analyze employers' expectations such as appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills; and</del>	CCRS. ELA IA.2.E.1.2, F.1.2.3.4 Align with AFNR level 1 & 2 employability skills
(E)	<u>describe and demonstrate characteristics of good citizenship such as stewardship, advocacy, and community leadership; and</u> <del>identify careers in agriculture, food, and natural resources with required aptitudes in science, technology, engineering, mathematics, language arts, and social studies.</del>	CCRS.CDS.II.A.B.C. Align with AFNR level 1 & 2 employability skills
(F)	<u>identify training, education, and certification requirements for occupational choices.</u>	Align with AFNR level 1 & 2 employability skills
(2)	The student develops a supervised <u>agricultural</u> <del>agriculture</del> experience program. The student is expected to:	2 will change per subcommittee recommendations.  Gap Knowledges: Entrepreneurship, Recordkeeping, Budgeting Gap Skills: Develop collaborative business relationships, Establish long-term relationships with industry professionals  Align to AFNR SAE skills
(A)	plan, propose, conduct, document, and evaluate a supervised <u>agricultural</u> <del>agriculture</del> experience program as an experiential learning activity;	CCRS.Science.II.A.E. CCRS.CDS.II.B. CCRS.Math.X.B. Align to AFNR SAE skills

(B)	<u>use appropriate</u> <del>apply proper</del> record-keeping skills <u>in a</u> <del>as they relate to the</del> supervised <u>agricultural</u> <del>agriculture</del> -experience <u>program</u> ;	CCRS.Math. I.A. II.C. Gap Skills: Maintain operational records, files, or reports, Maintain purchasing records, Maintain record of expenses, Maintain sales records, Prepare financial reports  Align to AFNR SAE skills
(C)	participate in youth <u>agricultural</u> leadership opportunities; <del>to create a well rounded experience program; and</del>	CCRS.CDS.I.A.B.C.D.E.F. CCRS. SS. I. C. 3. E. 1.2.3.4. F. 1.2. CCRS. ELA. III.A.IV.A. V. A. Align to AFNR SAE skills
(D)	<u>review</u> <del>produce</del> and participate in a local program of activities; <u>and</u> <del>using a strategic planning process.</del>	CCRS.CDS.I.C.D.E.F. CCRS. ELA. III. IV. V. Align to AFNR SAE skills
(E)	<u>create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.</u>	Align to AFNR SAE skills
<del>(3)</del>	<del>The student analyzes concepts related to global diversity. The student is expected to:</del>	There is no emphasis on U.S. or TX agricultural markets
<del>(A)</del>	<del>compare and contrast global agricultural markets, currency, and trends; and</del>	
<del>(B)</del>	<del>evaluate marketing factors and practices that impact the global markets.</del>	
<u>(3)</u>	<u>The student identifies the impact of the agriculture industry in Texas and the United States. The student is expected to:</u>	Simplify Gap Knowledges: Agriculture and Food Production, Commodities and markets, Markets, Economics
<u>(A)</u>	<u>identify top commodities, exports, and imports in Texas and the United States; and</u>	CCRS SS. I.D1.a.2.a.b. IV.A.6.
<u>(B)</u>	<u>identify regions of commodity production such as corn, wheat, dairy, cattle, cotton and explain the correlation between the region and the commodity.</u>	CCRS SS. I.A.4.5.6.
(4)	The student explains the historical, current, and future significance of the agriculture, food, and natural resources industry. The student is expected to:	Gap Knowledges: Industry Trends
(A)	<u>define agriculture and identify the sectors of the agricultural industry;</u> <del>define the scope of agriculture;</del>	CCRS SS.A.I.D., 2.3.4.5.6. CCRS Science X.C.D.E. CCRS.ELA.II.B
(B)	analyze the <u>effect</u> <del>scope of</del> agriculture, food, and natural resources <u>has</u> <del>and its effect</del> upon society;	CCRS SS. III.A.B. CCRS Science X.C.D. CCRS. ELA. II. IV. V.

(C)	<u>identify evaluate</u> significant historical and current <u>events and explain how they relate to the agriculture industry, food, and natural resources developments;</u>	Clarify CCRS SS. I. A., B.C.D.III. IV. CCRS CDS B.2.3.C.D.E.F.
(D)	identify potential future scenarios for agriculture, food, and natural resources systems; <u>and their including</u> global impacts;	CCRS. SS. I.A.2. D.1.a. CCRS CDS I.C.D.E.F
(E)	describe how emerging technologies <u>such as online mapping systems, drones, and robotics and globalization</u> impacts agriculture, food, and natural resources; and	Moved from 9C; struck globalization because it is covered in 4D.  CCRS.CDS.II.B.1.D CCRS.Science.IV.A.B.C. CCRS.ELA.II & III
(F)	compare <u>and contrast</u> issues impacting agriculture, food, and natural resources such as biotechnology, employment, safety, environment, and animal welfare issues.	CCRS Science X. C. D. E. CCRS.ELA.II.A7
(5)	<u>The student understands opportunities for leadership development in student organizations within agriculture, food, and natural resources. The student is expected to:</u>  <del>The student analyzes the structure of agriculture, food, and natural resources leadership in student organizations. The student is expected to:</del>	
(A)	<u>identify the history, structure, and development of the agriculture, food, and natural resources student organization(s) and opportunities within such organizations;</u>  <del>develop and demonstrate leadership skills and collaborate with others to accomplish organizational goals and objectives;</del>	CCRS. I.C.3.b. E.1. A.1.2. V.A.B CCRS ELA. III. IV. CCRS CDS.I.D.E.F.
(B)	develop and demonstrate <u>leadership and</u> personal growth skills and collaborate with others to accomplish organizational goals and objectives; and	CCRS SS I.C.E., V.A.B. CCRS CDS II.B.1.D.E.F. CCRS ELA. III. IV.
(C)	demonstrate <u>use of parliamentary procedures when democratic principles in</u> conducting <u>effective</u> meetings.	CCRS CDS. I.B.C.E.F. II. A. CCRS. SS. I.C.1.c. 3.E.1.
(6)	<u>The student identifies opportunities for involvement in professional agricultural organizations. The student is expected to:</u>	Added to include Agribusiness pathway
(A)	<u>discuss the role of agricultural organizations in formulating public policy;</u>	CCRS CDS. I.B.C.E.F. II. A. CCRS SS I.A.B.C.D, E, F CCRS. ELA I.IV.
(B)	<u>develop strategies for effective participation in agricultural organizations; and</u>	CCRS. ELA. III. IV. CCRS CDS II.B.1.D

(C)	<u>identify and discuss the purpose of various professional agricultural organizations.</u>	CCRS.ELA.III & IV
(7) (6)	The student demonstrates <u>skills related to agribusiness, leadership, personal</u> and <u>communications communication skills</u> . The student is expected to:	Added to include the program of study content
(A)	demonstrate written and oral communication skills appropriate for formal and informal situations such as prepared and extemporaneous presentations; <del>and</del>	CCRS. ELA.I.4.A.E.F., III.A.1.
(B)	<u>identify and</u> demonstrate effective <u>customer service listening</u> skills, <u>including appropriate listening techniques and responses; and</u> <del>appropriate for formal and informal situations.</del>	CCRS ELA IV.A.2.3.B.2.3
(C)	<u>explain the impact of marketing and advertising on the agriculture industry.</u>	Added SE to include agribusiness basic concepts
(8) (7)	The student applies appropriate research methods to agriculture, food, and natural resources topics. The student is expected to:	CCRS Science. .I.B.1.
(A)	discuss major research and developments in the fields of agriculture, food, and natural resources;	CCRS ELA I. A.2.4.II. A.3. IV. V. CCRS Science I.A.B.D. IV.A.B.C.D. V.A.B.
(B)	<del>use a variety of resources for research and development; and</del>	CCRS ELA V.B.
(B) (C)	<u>explain scientific practices;</u> <del>describe scientific methods of research.</del>	CCRS Science. I.B.1. C 2. CCRS.ELA.II & III
(C) (D)	apply <del>the</del> scientific <u>practices method</u> to independent research; and	CCRS. Science. I.A.B.C. CCRS. CDS. I.A.B.C.D.E.F.
(D) (E)	present findings and conclusions based on research <del>ed</del> performed using <del>the</del> scientific <u>practices.</u> <del>method.</del>	CCRS. CDS. I.A.B.C.D.E.F. CCRS. ELA. I.III.
(9) (8)	The student applies problem-solving, mathematical, and organizational skills in order to maintain financial <u>or</u> <del>and</del> logistical records. The student is expected to:	CCRS.Math.VI.B CCRS Math.VIII.A CCRS.ELA.III.A & IV.A Gap Skills: Prepare operational reports or presentations, Write business project or bid proposals, Analyze business or financial data and information Gap Knowledges: Algebra, Economics
(A)	<u>identify the components of and</u> develop a formal business plan <u>for an agricultural enterprise;</u> and	CCRS Math IX.B CCRS.ELA.I, II, III
(B)	develop, maintain, and analyze records <u>for an agricultural enterprise.</u>	CCRS.Math.VI.B CCRS.ELA.I & V

(9)	<del>The student uses information technology tools to access, manage, integrate, and create information related to agriculture, food, and natural resources. The student is expected to:</del>	Removing because these are being implemented throughout the course.
(A)	<del>apply technology applications such as industry relevant software and Internet applications;</del>	Removing because these are being implemented throughout the course.
(B)	<del>use collaborative, groupware, and virtual meeting software;</del>	This is nonessential because it is covered under professional communication.
(C)	<del>analyze the benefits and limitations of emerging technology such as online mapping systems, drones, and robotics; and</del>	Removing because these are being implemented throughout the course.
(D)	<del>explain the benefits of computer based and mobile application equipment in agriculture, food, and natural resources.</del>	Removing because these fall into 4E.

DRAFT

<p>(10)</p>	<p>The student develops technical knowledge and skills related to <u>plant and soil systems</u>. The student is expected to:</p>	<p>Do we want to combine KS 10 &amp; 11?  “Plant and Soil Science”  Gap Skills: Determine crops or timber ready for harvest, Identify diseased, weak, or undesirable trees or plants, Identify plant diseases, Mark crops or timber to be harvested, Attach identification information to products, items, or containers, Inspect growing environment, Identify characteristics of plants, crops, and tree species, Identify tree or plant species, Inspect plants, farm crops, or fields, Apply herbicides, fertilizers, or pesticides, Cultivate agricultural and aquacultural crops for harvesting, Harvest agricultural or aquacultural crops, Irrigate lawns, trees, plants, or crops, Plant agricultural crops, Transplant plants and crops, Clean agricultural, farming, or forestry tools, equipment, or machinery, Plan harvesting or cultivating activities, Classify materials or products according to specifications, Examine plants to detect illness, disease, or injury, Operate agricultural equipment or machinery, Determine condition of plants, flowers, shrubs, or trees  Gap Skills Knowledges: Agricultural processes and practices, Agronomy, Crop inspection, Crop management, Crop physiology, Crop science, Crops, Entomology, Farm tools and implements, Fertilization, Nurseries, Plant disease, Plant growing conditions, Plant sciences, Planting, Seed science, Soil and water management, Soil conditions, Soil fertility, Soil science, Landscape management, Growing conditions, Harvest operations, Crop production operations, Biology, Principles of plant growth and cultivation</p>
<p>(A)</p>	<p><u>define plant and soil science and analyze the relevance of horticulture, agronomy, forestry, floriculture;</u></p>	



(B) (A)	identify the components and properties of soils;	CCRS Science V.D.1.e.g. G.2.VII.A.1.2.
(B)	<del>identify and describe the process of soil formation; and</del>	
(C)	<del>conduct experiments related to soil chemistry.</del>	Strike out because upper level content
(11)	<del>The student develops technical knowledge and skills related to plant systems. The student is expected to:</del>	
(C) (A)	describe the <u>basic</u> structure and functions of plant parts;	CCRS Science VI.A.1.2.3.4.5.6.B.3.4.5.6. CCRS.ELA.III
(D) (B)	<del>discuss and</del> <u>identify and</u> apply <u>techniques related to</u> plant germination, growth, and development;	Clarify CCRS Science VI.A.1.2.3.4.5.6.B.3.4.5.6.VII.A.1.2.
(C)	<del>describe plant reproduction, genetics, and breeding;</del>	Simplify
(D)	<del>identify plants of importance to agriculture, food, and natural resources; and</del>	Redundant
(E)	<u>identify and</u> use tools, equipment, and personal protective equipment common to plant <u>and soil</u> systems.	Science I.C.2.
(11) (12)	The student develops technical knowledge and skills related to animal systems. The student is expected to:	Gap Skills: Anatomy and physiology, Animal husbandry, Animal science, Beef cattle production,
(A)	<u>define animal science and analyze the relevance of selection, production, and marketing in the industry;</u>	
(B) (A)	<del>describe animal growth and development;</del> <u>define the roles and benefits of animals in agriculture;</u>	Advanced, too broad
(C) (B)	identify <u>basic external</u> <del>animal</del> anatomy <u>of animals in agriculture;</u> <del>and physiology;</del>	Simplify CCRS.ELA.II.A-B  CCRS. Science III. 3. V.D.
(D) (C)	identify and <u>classify</u> <del>evaluate</del> breeds <del>and classes</del> of livestock; and	Clarify CCRS. Science III. B.3 V.D. CCRS.ELA.II.A-B
(D)	<del>explain animal selection, reproduction, breeding, and genetics.</del>	Advanced, animal selection is covered in evaluation of breeds and classes

(E)	<u>identify and use tools, equipment, and proper handling techniques related to animal systems.</u>	Added safety and tools/equipment (the rest of the KS's have this SE also). Gap Skills: Handle wild, domestic, or farm animals CCRS. Science I.C.2.
(12) (13)	The student describes the principles of food products and processing systems. The student is expected to:	Gap Knowledges: Dairy products and alternatives, Food Science, Food production
(A)	<del>evaluate</del> <u>identify</u> food products and processing systems;	CCRS. Science. X.C.1.a.b. CCRS.ELA.II.B
(B)	<u>identify emerging technologies and</u> <del>determine</del> trends in <u>global world</u> food production;	Clarify CCRS. Science. IV.A.B. CCRS.ELA.II.B
(C)	<u>compare various food labels;</u>	Important CCRS.Math.VI.C CCRS.ELA.II.A7
(D) (E)	discuss current issues in food production; and	CCRS.Math.VI.C CCRS. Science IV.A.B.C CCRS. SS IV. A. CCRS.ELA.II, III. & IV.
(E) (D)	use tools, equipment, and personal protective equipment common to food products and processing systems.	Science I.C.2.
(13) (14)	The student safely performs <u>skills related to agricultural technology and mechanical systems.</u> <del>basic power, structural, and technical system skills in agricultural applications.</del> The student is expected to:	Changed to allow for more flexibility and align to program of study Gap Skills: Operate power or hand tools Gap Knowledges: Mechanics
(A)	identify <u>the major disciplines of agricultural technology and mechanical systems</u> <del>areas of power, structural, and technical systems;</del>	CCRS.ELA.V.B  CCRS.ELA.II.B CCRS. SS. V. A. CCRS. I.A.
(B)	<u>demonstrate basic measuring practices with accuracy;</u> <del>use safe and appropriate laboratory procedures and policies;</del>	Important CCRS.Math.IV  Covered in E

(C)	create <del>proposals that include a</del> bill of materials; <u>and technical drawing for a proposed agricultural engineering project.</u> <del>budget, schedule, drawings, and technical skills developed for basic power, structural, and technical system projects or structures;</del>	flexibility for different districts/teachers CCRS.Math.IV CCRS.Math.IX CCRS.ELA.IA2
(D)	identify <u>common</u> building <u>tools</u> , materials and fasteners; and	CCRS.ELA.I.A.2 CCRS.Science.I.C.2
(E)	<u>identify and</u> use tools, equipment, and personal protective equipment common to <u>agricultural technology and mechanical systems.</u> <del>power, structural, and technical systems.</del>	Science I.C.2. CCRS.ELA.IA2
<del>(14)</del> (15)	The student explains the <u>principles of environmental and natural resources.</u> <del>relationship between agriculture, food, and natural resources and the environment.</del> The student is expected to:	
(A)	<u>identify natural resources of economic importance in Texas;</u>	Important CCRS.ELA.II.B CCRS. Science. VI. G. X.A.B.C.D.E.
(B)	<u>discuss the relationship between agriculture and environmental and natural resources;</u>	Important CCRS.ELA.III.A & IV.A CCRS Science V.C.VI.G. X.B.C.D.E. CCRS. SS. A.B.
(A)	<del>determine the effects of agriculture, food, and natural resources upon safety, health, and the environment;</del>	Related to the new B
(C) (B)	identify <u>and describe</u> regulations <u>and governmental programs related</u> <del>ing to safety, health, and</del> <u>to environmental and natural resources such as water regulations, pesticide usage, or hunting and fishing laws;</u> <del>systems in agriculture, food, and natural resources;</del>	Clarify CCRS.Math.IV.B CCRS Science.X.B.1.2.E.1.4.5. CCRS.ELA.II.B
(C)	<del>identify and design methods to maintain and improve safety, health, and environmental systems in agriculture, food, and natural resources;</del>	Advanced
(D)	<u>identify</u> <del>research and analyze</del> alternative energy sources that stem from or impact <u>environmental and natural resources;</u> and <del>agriculture, food, and natural resources;</del> and	Clarify CCRS Science.X.B.1.2.E.1.4.5. CCRS.ELA.II.B
(E)	<u>identify and compare</u> <del>evaluate</del> energy and water conservation methods.	CCRS Science.X.B.1.2.E.1.4.5.

**§127.XXX Agricultural Leadership, Research, and Communications (One Credit), Adopted 2024**

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 10-12. Prerequisite: one credit from courses in the Agriculture, Food, and Natural Resources Career Cluster. Students shall be awarded one credit for successful completion of this course. <u>Successful completion of Principles of Agriculture, Food and Natural Resources is recommended for this course.</u>	
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
(3)	Agricultural Leadership, Research and Communications will focus on challenging agriculture, food, and natural resources students to use higher level thinking skills, develop leadership abilities, employ standard research principles, and develop and communicate agricultural positions effectively with all stakeholders. <u>To prepare for careers in agriculture, food and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.</u>	Consensus to add this description because it is at the end of all Ag course descriptions.
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and Skills	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	identify career <del>development</del> and entrepreneurship opportunities <u>for a chosen occupation</u> in the field of agriculture <u>and develop a plan for obtaining the education, training, and certifications required;</u>	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E. Align with other AFNR level 3 and 4 employability skills

(B)	<p><u>model professionalism by continuously exhibiting appropriate work habits, solving problems, taking initiative, communicating effectively, listening actively, and thinking critically;</u>  <del>apply competencies related to resources, information, interpersonal skills, and systems associated with leadership in agriculture;</del></p>	<p>CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E.  Align with other AFNR level 3 and 4 employability skills</p>
(C)	<p><u>model appropriate personal and occupational safety and health practices and explain the importance of established safety and health protocols for the workplace;</u>  <del>research licensing, certification, and credentialing requirement;</del></p>	<p>Clarify, accepted TEA comment  Align with other AFNR level 3 and 4 employability skills</p>
(D)	<p><u>analyze and interpret the rights and responsibilities, including ethical conduct and legal responsibilities of employers and employees;</u>  <del>identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities;</del></p>	<p>CCRS. CDS. I.C.D.E.F.  Align with other AFNR level 3 and 4 employability skills</p>
(E)	<p><u>analyze the importance</u> <del>demonstrate characteristics</del> <u>of exhibiting good citizenship such as stewardship, advocacy, and community leadership; and describe the effects of good citizenship on the development of home, school, workplace, and community;</u></p>	<p>CCRS. CDS. D. E.F.  CCRS. SS. I.C.3. E.  Align with other AFNR level 3 and 4 employability skills</p>
(F)	<p><del>research career topics, using technology such as the Internet.</del></p>	<p>Clarify, accepted TEA comment  CCRS ELA. II. III. V.  Align with other AFNR level 3 and 4 employability skills</p>
(2)	<p>The student develops a supervised <u>agricultural</u> <del>agriculture</del> experience program. The student is expected to:</p>	<p>Change 2 per subcommittee recommendation</p> <p>Gap Skills: Develop collaborative business relationships, Establish long-term relationships with industry professionals</p> <p>Align with other AFNR SAE skills</p>
(A)	<p>plan, propose, conduct, document, and evaluate a supervised <u>agricultural</u> <del>agriculture</del> experience program as an experiential learning activity;</p>	<p>CCRS.Science.II.A.E.  CCRS.CDS.I.A. II.B.  CCRS.Math.X.B.  Align with other AFNR SAE skills</p>

(B)	<p><u>use appropriate</u> <del>apply proper</del> record-keeping skills <u>in a</u> <del>as they relate to the</del> supervised <u>agricultural</u> <del>agriculture</del> experience <u>program</u>;</p>	<p>Gap Skills: Maintain operational records, files, or reports, Maintain purchasing records, Maintain record of expenses, Maintain sales records, Prepare financial reports</p> <p>CCRS. Math. B.</p> <p>CCRS CDS. I.B.C.E.F. II. A. Align with other AFNR SAE skills</p>
(C)	<p>participate in youth <u>agricultural</u> leadership opportunities <del>to create a well-rounded experience</del> <u>program</u>; and</p>	<p>Gap Skills: Maintain relationships with external agencies, organizations, and communities</p> <p>CCRS.CDS.I.A.B.C.D.E.F. CCRS. SS. I. C. 3. E. 1.2.3.4. F. 1.2. CCRS. ELA. III.A.IV.A. V. A.</p> <p>Align with other AFNR SAE skills</p>
(D)	<p><del>review-produce</del> and participate in a local program of activities; <u>and</u> <del>using a strategic planning process.</del></p>	<p>CCRS.CDS.I.C.D.E.F. CCRS. ELA. III. IV. V. Align with other AFNR SAE skills</p>
(E)	<p><u>create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.</u></p>	<p>Align with other AFNR SAE skills</p>
(3)	<p>The student researches the qualities and characteristics of effective leaders within the agricultural industry. The student is expected to:</p>	
(A)	<p>identify past agricultural leaders, explain their contributions, and define how their contributions affected the industry;</p>	<p>CCRS.ELA.II.B</p>
(B)	<p>compare characteristics of effective leaders and explain how these traits enabled them to enact meaningful change; and</p>	<p>Clarify CCRS.ELA.II.A7</p>
(C)	<p>analyze the leadership skills of a present-day leader in the field of agriculture and present findings.</p>	<p>CRS.ELA.III.A CCRS CDS. I.B.C.E.F. II. A.</p>

(4)	The student describes organizational leadership structures at the local, state, and national levels. The student is expected to:	
(A)	identify agricultural <del>or</del> <del>and</del> governmental leadership positions in the local community, explain their roles, and determine how their decisions affect production agriculture;	CCRS.ELA.II.B CCRS. SS. C.2.3
(B)	identify agricultural leadership positions at the state and national levels, explain their roles, and evaluate their impact;	CCRS.ELA.II.B
(C)	define and analyze the process in which laws, regulations, and policies are developed at the local, state, and national levels;	CCRS.ELA.II.A-B CCRS.ELA.III.A Gap Knowledges: Local, state, and federal agricultural laws and regulations, Local, state, and federal laws and regulations
(D)	evaluate a recent law affecting Agriculture, Food, and Natural Resources (AFNR) and analyze its impact on local agriculture; and	CCRS. SS. I.D.1.2.
(E)	identify the format used by local, state, or national government in developing legislation.	CCRS.ELA.II.B CCRS. SS. I.D.1.2.
(5)	The student develops skills needed to participate effectively in an organizational meeting. The student is expected to:	Gap Skills: Conduct business operations, analytics, or management presentations
(A)	investigate parliamentary laws, motions, and other procedures.	CCRS CDS. I.B.C.E.F. II. A. CCRS. SS. I.3.E.1.F.
(B)	apply parliamentary procedures to conduct organizational business meetings;	CCRS CDS. I.B.C.E.F. II. A. CCRS. SS. I.E.1.
(C)	debate and discuss issues in a clear, concise, and professional manner;	CCRS.ELA.III.A CCRS.ELA.IV.A
(D)	serve as presiding officer over an actual or mock organizational meeting; and	CCRS. CDS. I.B.
(E)	analyze an organizational meeting such as a <u>chapter, district, area, or state meeting</u> , local <del>school</del> board, and make recommendations to increase its overall efficiency and effectiveness.	Consensus to add more examples CCRS. CDS. I.B.
(6)	The student demonstrates an <u>agriculture related</u> technical skill <del>needed for agriculture</del> to <u>stakeholders</u> . <del>fellow students, adult learners, producers, and other agricultural clients</del> . The student is expected to:	Clarify
(A)	examine the components of an effective skills demonstration and create a list of essential characteristics;	CCRS.ELA.I.A
(B)	identify an agricultural skill, develop detailed instructions for performing that skill, and then demonstrate <u>the skill</u> with proficiency;	Clarify CCRS.ELA.II.B

(C)	analyze the performance of a pre-identified skill and make recommendations to increase its overall efficiency and effectiveness; and	CCRS. CDS. 1.2.
(D)	<u>evaluate the relevance of</u> <del>determine</del> real-world applications for the demonstration process.	Clarify, CCRS ELA 1.A.3
(7)	The student <del>understands and explains the</del> <u>asks questions, identifies problems, and conducts investigations to answer questions, or design solutions in agriculture.</u> <del>scientific method.</del> The student is expected to:	Clarify
(A)	<del>identifies</del> <u>identify</u> the importance of using <del>the</del> scientific <u>practices</u> <del>process</del> ;	CCRS Science. A.B.D.E.
(B)	<u>ask questions and define problems based on observations or data;</u> <del>explain the scientific method;</del>	CCRS Science. A.B.D.E.
(C)	<u>collect, organize, and analyze quantitative and qualitative data;</u> <del>provide historical examples of how the scientific method has been used;</del>	CCRS Science III.B.I V. A.
<del>(D)</del>	<del>apply the scientific method to independent research; and</del>	CCRS.ELA.V.A-B CCRS Science I.A.B.C.D.E.
<del>(D)</del> <del>(E)</del>	present findings and conclusions based on research <del>ed</del> performed using <del>the</del> scientific <u>practices.</u> <del>Method.</del>	CCRS.ELA.III.A V.C. CCRS Science I.E. CCRS. CDS. I.B.2.II.
(8)	The student examines the use of logic in debate, analysis, and dissemination of <u>current issues</u> <del>information</del> impacting the agricultural community. The student is expected to:	
(A)	<u>identify the rules and responsibilities of the affirmative and negative positions in a debate;</u> <del>identify common fallacies and incorrect argument methods;</del>	Changed because this supports the logic and debate KS. CCRS.ELA.II.B CCRS. CDS. I.B.2.II.
(B)	<u>use a variety of approaches to construct logical affirmative and negative cases in a debate;</u> <u>and</u> <del>analyze popular debate and discussions and then point out fallacies; and</del>	Clarify CRS.ELA.III.A IV.A. CCRS. CDS. I.B.2.II.
(C)	present an argument free of logical fallacies.	CCRS.ELA.II.A.5. III.A. CCRS. CDS. I.B.1.2.
(9)	The student identifies a controversial topic related to agriculture, <u>and</u> then develops an advocacy plan and presentation. The student is expected to:	
(A)	research <u>and identify</u> controversial areas of agriculture such as property rights, water rights, high fencing, cloning, growth supplements;	Clarify CCRS.ELA.II.B. V.A.B. CCRS. CDS. I.B.1.2.
(B)	explain and analyze all sides of a controversial agricultural issue;	CCRS. ELA.III.V. CCRS. CDS. I.B.1.2. C.



(C)	develop an advocacy plan for <u>supporting and opposing arguments</u> <del>each point of view</del> and present the plan to diverse constituents.	Clarify CCRS.ELA.II.A5 CRS.ELA.III.A CCRS.ELA.IV.A CCRS. CDS. I.A.B.C.D.E.F.II. B.C.D.E.
(10)	The student presents and disseminates agricultural information using various media. The student is expected to:	
(A)	<u>identify</u> <del>examine</del> historical and traditional media outlets;	Clarify CCRS.ELA.II.B CCRS. CDS. I.A.B.C.D.E.F.II. B.C.D.E.
(B)	research and write agricultural articles for publication in print media outlets;	CCRS.ELA.V.A-C CCRS. CDS. I.A.B.C.D.E.F.II. B.C.D.E.
(C)	develop scripts for radio broadcasts <u>or podcast productions</u> and then effectively <del>use a radio broadcast to</del> communicate agricultural information <u>using audio technology</u> ;	Clarify, less breakouts CCRS.ELA.III.A4-5 CCRS. CDS. I.A.B.C.D.E.F.II. B.C.D.E.
(D)	develop scripts for video broadcasts and then effectively use a video broadcast to communicate agricultural information; and	CCRS.ELA.III.A4-5 CCRS. CDS. I.A.B.C.D.E.F.II. B.C.D.E.
(E)	examine and critique various <u>new social</u> media platforms	CCRS. CDS. B.D.E.F.
(F)	disseminate agricultural information in a responsible, professional manner via <del>social</del> <u>new</u> media.	CCRS. ELA. I.A.1.2.3.4.5. V. CCRS. CDS. I.A.B.C.D.E.F.II. B.C.D.E.
(11)	The student disseminates agricultural information via presentations to groups of various sizes. The student is expected to:	
<del>(A)</del>	<del>examine historical and present day agricultural education;</del>	
<u>(A)</u> <del>(B)</del>	<u>select appropriate tone, language, and content for an intended audience;</u> <del>analyze various group dynamics;</del>	CCRS. ELA. III. IV
<u>(B)</u> <del>(C)</del>	plan, develop, and deliver effective presentations; <u>and</u>	CCRS.ELA.III.A CCRS.ELA.IV.A CCRS. CDS. I.A.B.C.D.E.F.II. B.C.D.E.
<u>(C)</u> <del>(D)</del>	<del>analyze, evaluate, and</del> critique group presentations. <u>;</u> <del>and</del>	CRS.ELA.III.A CCRS.ELA.IV.A CCRS. CDS. I.A.B.C.D.E.F.II. B.C.D.E.
<del>(E)</del>	<del>identify persons such as the County agent, governmental agencies such as the Natural Resources Conservation Service (NRCS), and advocacy groups such as Texas Agri Life Extension service that are responsible for information dissemination and public agriculture education.</del>	

(12)	The student evaluates and critiques diverse agriculture resources. The student is expected to:	
(A)	identify processes used in the evaluation of diverse agricultural resources;	CCRS.ELA.II.B
(B)	identify industry positions which require professional judgments on agricultural resources;	CCRS.ELA.II.B
(C)	compare, contrast, and evaluate agricultural resources and then make professional decisions using reliable methods of approach; and	CCRS.ELA.II.A7
(D)	explain and defend decisions made on the evaluation of agricultural resources.	CCRS. ELA. I.III.
<u>(13)</u>	<u>The student understands the importance of agricultural education. The student is expected to:</u>	
<u>(A)</u>	<u>examine historical and present-day agricultural education;</u>	CCRS. Science. V.C.G.X.C.D.E.
<u>(B)</u>	identify persons <del>such as the County agent</del> , <u>governmental</u> agencies <del>such as the Natural Resources Conservation Service (NRCS)</del> , and <u>advocacy</u> groups <del>such as Texas Agri Life Extension service</del> that are responsible for information dissemination and <del>public</del> <u>agricultural</u> education; and	CCRS.ELA.II.B
<u>(C)</u>	<u>explain the importance of agriculture education.</u>	

**§127.XX 130.3. Professional Standards and Communication in Agribusiness (One-Half Credit), Adopted 2024 2015.**

TEKS with edits		Work list Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded <del>one-half</del> credit for successful completion of this course. <u>Successful completion of Principles of Agriculture, Food and Natural Resources is recommended for this course.</u>	Consensus to recommend this course to be awarded one credit. New SEs recommended at the bottom.  Consensus to recommend the course name to be changed to “Professional Standards and Communication in Agribusiness”.
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
(3)	Professional Standards <u>and Communication</u> in Agribusiness primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness. To prepare for careers in agribusiness systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to leadership development <u>and communications in agriculture and the workplace</u> , and develop knowledge and skills regarding agricultural career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.	Consensus to recommend the course name to be changed to “Professional Standards and Communication in Agribusiness”.
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	

(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	identify career <u>development, education,</u> and entrepreneurship opportunities <u>in the field of related to</u> agribusiness;	CCRS.ELA.II.B Align to AFNR employability skills level 1&2
(B)	<u>identify and demonstrate apply competencies related to resources, information,</u> interpersonal <u>skills, problem solving, and critical thinking skills used and systems of operation</u> in agriculture, food, and natural resources industries;	Align to AFNR employability skills level 1&2
(C)	<u>describe and demonstrate appropriate personal and occupational safety and health practices for the workplace;</u> <del>identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities;</del>	CCRS.ELA.II.B Align to AFNR employability skills level 1&2
(D)	<del>identify demonstrate</del> employers' expectations, <u>including and</u> appropriate work habits, <u>ethical conduct, and legal responsibilities;</u>	Align to AFNR employability skills level 1&2
(E)	<u>describe and</u> demonstrate characteristics of good citizenship such as stewardship, advocacy, and community leadership; and	Align to AFNR employability skills level 1&2
(F)	<u>identify training, education, and certification requirements for occupational choices,</u> <del>research career topics using technology such as the Internet.</del>	Align to AFNR employability skills level 1&2
(2)	The student develops a supervised <u>agricultural agriculture</u> experience program. The student is expected to:	2 will change per subcommittee recommendations.  Gap Skills: Gap skills: Maintain operational records, files, or reports, Maintain personnel records, Maintain record of expenses, Maintain sales records  Align with AFNR SAE skills
(A)	plan, propose, conduct, document, and evaluate a supervised <u>agricultural agriculture</u> experience program as an experiential learning activity;	Align with AFNR SAE skills
(B)	apply proper record-keeping skills as they relate to the supervised <u>agricultural agriculture</u> experience;	Align with AFNR SAE skills

(C)	participate in youth <u>agricultural</u> leadership opportunities; <del>to create a well-rounded experience program; and</del>	Align with AFNR SAE skills
(D)	<u>review produce</u> and participate in a local program of activities <del>using a strategic planning process-;</del> <u>and</u>	Align with AFNR SAE skills
<u>(E)</u>	<u>create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.</u>	Align with AFNR SAE skills
(3)	The student <u>understands the</u> <del>demonstrates</del> professional development <u>needed to be an effective leader</u> <del>related to effective leadership</del> in agribusiness. The student is expected to:	
(A)	describe the importance of positive self-concept, social skills, and maintaining a professional image <del>with respect to cultural diversity;</del>	Covered in SE (D)
(B)	identify <u>various</u> leadership styles;	CCRS.ELA.II.B
(C)	prepare personal resumes, letters of interest, employment applications, <u>and follow up communications related to the hiring process;</u> and	Important
(D)	<u>explain the</u> <del>use positive</del> interpersonal skills <u>needed</u> to work cooperatively with others from different cultures, genders, and backgrounds.	“Explain” is measurable in any school.
(4)	The student evaluates employer and employee responsibilities for occupations in agriculture, food, and natural resources. The student is expected to:	
(A)	identify and discuss work-related and agribusiness-related ethics;	CCRS.ELA.II.B CCRS.ELA.III.A-B
<del>(B)</del>	<del>demonstrate methods for working effectively with others;</del>	Very similar to 3D
<u>(B)</u> <del>(C)</del>	<u>identify and</u> practice job interview <del>and evaluation</del> skills; and	Remove evaluation skills because specific job skills are listed in all other courses.
<u>(C)</u> <del>(D)</del>	outline complaint and appeal processes <u>in the workplace.</u>	Gap Skills: Respond to employee concerns
(5)	The student communicates effectively <u>through various mediums</u> with groups and individuals. The student is expected to:	Gap Skills: Conduct business operations, analytics, or management presentations
(A)	<u>identify</u> <del>understand</del> elements of communication such as accuracy, relevance, rhetoric, and organization in informal, group discussions; formal presentations; and business-related, technical communication;	CCRS.ELA.II.B
(B)	describe how the style and content of spoken language varies in different contexts and influences the listener's understanding;	CCRS.ELA.IV.A-B

(C)	<u>evaluate</u> <del>modify</del> aspects of presentations such as delivery, vocabulary, length, and purpose <u>and modify based on audience</u> ;	CCRS.ELA.III.A-B
(D)	identify appropriate <u>professional</u> <del>written and verbal</del> communications in agribusiness <u>such as correct usage of grammar and punctuation</u> ;	CCRS.ELA.II.B CCRS.ELA.IV.A-B Verbal is covered in 5A and 5B
<del>(E)</del>	<del>demonstrate effective listening in a variety of settings;</del>	CCRS.ELA.IV.A-B Duplication with 5F
(F)	<u>identify and</u> demonstrate nonverbal communication skills and effective listening strategies; and	CCRS.ELA.IV.A-B
(G)	discuss the importance of relationships and group organization.	CCRS.ELA.III.A-B
<del>(6)</del>	<del>The student identifies professional agricultural communications using appropriate spoken communication techniques and procedures. The student is expected to:</del>	
<del>(A)</del>	<del>identify the importance of verbal and nonverbal communication;</del>	Covered in 5F
<del>(E)</del> (B)	demonstrate the importance of communicating factual and unbiased data and information obtained from reliable sources;	CCRS.ELA.III.A-B CCRS.ELA.IV.A-B
<del>(C)</del>	<del>demonstrate speech preparation and delivery skills, such as using presentation software and technology etiquette; and</del>	Covered in new 8A and 8B
<del>(D)</del>	<del>plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.</del>	Redundant
(7)	<u>The student understands the dynamics of group collaboration.</u> <del>The student demonstrates the factors of group and individual efficiency.</del> The student is expected to:	Consensus to remove “individual” to clearly separate section KS(3) from KS(7). Individual vs. Group Communication
(A)	define the significance of personal and group goals;	CCRS.ELA.II.B
(B)	<u>apply various</u> <del>demonstrate</del> leadership traits <u>to solve problems</u> <del>when solving a problem such as risk-taking, focusing on results, decision-making, and empowering and investing in individuals</del> when leading a group;	CCRS.ELA.III.A-B CCRS.ELA.IV.A-B
(C)	discuss the importance of time management and teamwork;	CCRS.ELA.III.A-B
(D)	<u>outline</u> <del>list</del> the steps in the decision-making and problem-solving processes; and	CCRS.Math.VIII

(E)	demonstrate a working knowledge of parliamentary <del>law</del> <u>procedures.</u>	Clarify Gap Skills: Conduct business operations, analytics, or management presentations
<del>(8)</del>	<del>The student identifies opportunities for involvement in agribusiness professional organizations. The student is expected to:</del>	Deleted and moved to Principles of AFNR
<del>(A)</del>	<del>discuss the role of agricultural organizations in formulating public policy;</del>	
<del>(B)</del>	<del>develop strategies for effective participation in agricultural organizations; and</del>	
<del>(C)</del>	<del>identify and discuss the purpose of various professional agricultural organizations, such as the Texas Farm Bureau, Association of Soil and Water Conservation Districts, Texas and Southwestern Cattle Raisers Association, and Independent Cattlemen's Association and agricultural cooperatives, commodity associations, and breed associations.</del>	
<del>(9)</del>	<del>The student identifies and researches current agribusiness issues. The student is expected to:</del>	Consensus to remove KS(9) because 9A is in Agribusiness Management and Marketing.
<del>(A)</del>	<del>compare and contrast the marketing of agricultural and non-agricultural products; and</del>	
<del>(B)</del>	<del>describe the effects of urbanization on traditional agriculture.</del>	9B does not relate to this course.
<u>(8)</u>	<u>The student applies principles of design in visual media as it relates to agriculture. The student is expected to:</u>	Validate credit for this course
<u>(A)</u>	<u>explain the purpose of visual media;</u>	Validate credit for this course
<u>(B)</u>	<u>identify principles of design for visual media;</u>	Validate credit for this course CCRS.ELA.II.B
<u>(C)</u>	<u>create designs for a targeted purpose such as web design or print design in agribusiness; and</u>	Validate credit for this course CCRS.ELA.IA
<u>(D)</u>	<u>interpret, evaluate, and justify artistic decisions in visual media related to agribusiness;</u>	Validate credit for this course
<u>(9)</u>	<u>The student demonstrates journalistic writing in agriculture. The student is expected to:</u>	Validate credit for this course, inspired by journalism TEKS
<u>(A)</u>	<u>differentiate news, feature, and opinion writing;</u>	Validate credit for this course
<u>(B)</u>	<u>create different forms of journalistic writing such as feature story, press release, and editorials; and</u>	Validate credit for this course CCRS.ELA.IA
<u>(C)</u>	<u>identify and complete the steps to draft different forms of journalistic writing for a topic in agribusiness, including selecting a layout and revising and editing copy.</u>	Validate credit for this course

(10)	<u>The student identifies new media being used in agriculture. The student is expected to:</u>	Validate credit for this course New media is social media and applications, things that have not been traditionally used previously.
(A)	<u>identify effective use of emerging technology in agriculture communications;</u>	Validate credit for this course CCRS.ELA.II.B
(B)	<u>propose a media campaign for an agricultural product or business;</u>	Validate credit for this course CCRS.Math.IX.A
(C)	<u>distinguish between appropriate and inappropriate uses of media; and</u>	Validate credit for this course
(D)	<u>practice digital citizenship.</u>	Validate credit for this course
(11)	<u>The student examines media laws and ethics related to agriculture communications. The student is expected to:</u>	Validate credit for this course
(A)	<u>define free speech, free press, defamation, and libel within communications;</u>	Validate credit for this course
(B)	<u>apply law and policies to communications;</u>	Validate credit for this course
(C)	<u>discuss ethical considerations related to media; and</u>	Validate credit for this course CCRS.ELA.III.A-B
(D)	<u>evaluate and practice safe, legal and responsible use of communication technologies.</u>	Validate credit for this course
(12)	<u>The student examines crisis management and risk communication in agriculture communications. The student is expected to:</u>	Validate credit for this course
(A)	<u>differentiate between crisis and risk communication;</u>	Validate credit for this course CCRS.ELA.II.A1
(B)	<u>create an outline for a crisis communication plan in agriculture; and</u>	Validate credit for this course CCRS.ELA.I.A
(C)	<u>analyze communication techniques, relevant communication networks, and organization communication strategies before, during and after a crisis.</u>	Validate credit for this course



**§127.XX 130.4. Agribusiness Management and Marketing (One Credit), Adopted 2024 2015.**

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one credit for successful completion of this course. Successful completion of Principles of Agriculture, Food and Natural Resources is recommended for this course. <b>Successful completion of Principles of Agriculture, Food and Natural Resources is recommended for this course.</b>	
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
(3)	Agribusiness Management and Marketing is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness. To prepare for careers in agribusiness systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to agribusiness marketing and management and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	identify career <del>development</del> , and entrepreneurship opportunities <b>for a chosen occupation</b> in the field of agribusiness systems <b>science and develop a plan for obtaining the education, training, and certifications required systems;</b>	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E. Align with AFNR employability skills for level 3&4

(B)	<u>model professionalism by continuously exhibiting appropriate work habits, solving problems, taking initiative, communicating effectively, listening actively, and thinking critically;</u> <del>apply competencies related to resources, information, interpersonal skills, and systems of operation in agribusiness systems;</del>	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E. Align with AFNR employability skills for level 3&4
(C)	<u>model appropriate demonstrate knowledge of personal and occupational safety and health practices and explain the importance of established safety and health protocols in for the workplace;</u>	CCRS.CDS. F.1.2.3.4 CCRS Science X.E. Align with AFNR employability skills for level 3&4
(D)	<u>analyze and interpret the rights and responsibilities, including ethical conduct, and legal responsibilities of employers and employees; and</u> <del>identify employers' expectations, including appropriate work habits;</del>	CCRS. ELA IA.2.E.1.2, F.1.2.3.4 CCRS. CDS. E.F. Align with AFNR employability skills for level 3&4
(E)	<u>analyze the importance demonstrate characteristics of exhibiting good citizenship such as stewardship, advocacy, and community leadership; and describe the effects of good citizenship on the development of home, school, workplace, and community.</u>	CCRS. CDS. E.F. Align with AFNR employability skills for level 3&4
(F)	<del>research career topics using technology such as the Internet.</del>	CCRS ELA V.A-C Align with AFNR employability skills for level 3&4
(2)	The student develops a supervised <u>agricultural agriculture</u> experience program. The student is expected to:	2 will change per subcommittee recommendations.  Gap Skills: Develop collaborative business relationships, Establish long-term relationships with industry professionals Align with AFNR SAE skills
(A)	plan, propose, conduct, document, and evaluate a supervised <u>agricultural agriculture</u> experience program as an experiential learning activity;	CCRS ELA I.A2, 3, 5 Align with AFNR SAE skills
(B)	<u>use appropriate apply proper</u> record-keeping skills <u>in a as they relate to the</u> supervised <u>agricultural agriculture</u> experience <u>program;</u>	CCRS ELA I.A2, 3, 5 CCRS.Science.II.A.E. CCRS.CDS.II.B. CCRS.Math.X.B. Gap Skills: Maintain operational records, files, or reports, Maintain purchasing records, Maintain record of expenses, Maintain sales records, Prepare financial reports Align with AFNR SAE skills

(C)	participate in youth <u>agricultural</u> leadership opportunities; <del>to create a well-rounded experience program; and</del>	Gap Skills: Maintain relationships with external agencies, organizations, and communities CCRS.CDS.I.A.B.C.D.E.F. CCRS. SS. I. C. 3. E. 1.2.3.4. F. 1.2. CCRS. ELA. III.A.IV.A. V. A. Align with AFNR SAE skills
(D)	<u>review</u> <del>produce</del> and participate in a local program of activities <del>using a strategic planning process; and</del>	CCRS.CDS.I.C.D.E.F. CCRS. ELA. III. IV. V. Align with AFNR SAE skills
(E)	<u>create or update documentation of relevant agricultural experience such as community service, professional, or classroom experiences.</u>	Align with AFNR SAE skills
(3)	The student recognizes <u>and explains</u> roles within <del>teams, work units, departments,</del> organizations, inter-organizational systems, and the larger environment. The student is expected to:	Simplify
(A)	identify how <del>key</del> organizational systems affect <del>organizational</del> performance and the quality of products and services related to agriculture, food, and natural resources;	Simplify, CCRS ELA II. B
(B)	<u>research and describe</u> <del>demonstrate an understanding of</del> the global context of agricultural industries and careers; <del>and</del>	CCRS. SS. III. A.B.
(C)	describe the nature and types of agribusiness organizations; <del>and to build an understanding of the scope of organizations.</del>	Simplify CCRS. CDS. I.A.B.C. CCRS. CDS. III. A.B.
(D)	<u>identify the sectors of agribusiness such as production, processing, and distribution.</u>	Important, CCRS ELA II. B CCRS.Math.VI.A CCRS. CDS. I.A.B.C.
(4)	The student examines critical aspects of career opportunities in one or more agriculture, food, and natural resources careers. The student is expected to:	
(A)	research <u>job descriptions</u> <del>and interpret information</del> for one or more careers in agriculture, food, <del>and</del> <del>or</del> natural resources <u>and analyze labor market trends</u> ; and	CCRS.ELA.V.A-C CCRS. CDS. I.A.B.C.
(B)	identify educational and credentialing requirements for one or more careers in agriculture, food, and natural resources.	CCRS.ELA.II.B CCRS. CDS. I.A.B.C.
(5)	The student defines and examines agribusiness management and marketing and its importance to <u>agriculture and</u> the <del>local and international</del> economy. The student is expected to:	Broad scope of agriculture Gap Skills: Monitor consumer or market trends, Monitor trends in world trade
(A)	describe <u>different</u> <del>the</del> roles and functions of management and leadership in agribusiness;	CCRS. SS. I.F.IV.A.B. CCRS. ELA. I.A.

(B)	<u>analyze the impact of management and marketing on the production, processing, and distribution of agricultural products;</u>	Supports the KS statement
(C) <del>(B)</del>	identify key economic principles of free enterprise <u>and how they impact agribusiness;</u> <del>and</del>	CCRS.ELA.II.B CCRS. SS. I.D.
(D) <del>(E)</del>	analyze the economic opportunities of agribusiness <u>in a market or region;</u> <del>and</del>	Clarify CCRS. SS. I.D.
(E)	<u>identify how agribusiness management and marketing impact consumer and market trends.</u>	Gap Skills: Monitor consumer or market trends
(6)	The student <del>defines</del> <u>explains</u> the importance of maintaining records and budgeting in agribusiness. The student is expected to:	Clarify Gap Knowledges: Budgeting
(A)	maintain <u>and analyze appropriate</u> agribusiness records such as payroll, employee benefits, <del>journals</del> , inventories, <del>income and expense logs</del> , financial statements, and balance sheets <u>to make informed business decisions;</u>	Clarify CCRS.ELA.I.A.2, 3, 5 CCRS.Math.VI Gap Skills: Analyze business or financial data and information, Analyze operational or management reports to inform business decisions
(B)	<u>research and identify loan and financing opportunities in</u> <del>methods of obtaining</del> agribusiness <del>loans and financing;</del> <del>and</del>	Clarify, CCRS.EL.V.A-C CCRS.Math.VI Gap Skills: Coordinate financing activities
(C)	compare methods of capital resource acquisition as it pertains to agriculture.	CCRS.ELA.II.A1  CCRS. SS. III. A. 1.2.
(D)	<u>apply a cost-benefit analysis to a budget for an agricultural business</u> <del>the decision-making process for budgeting issues;</del>	CCRS.Math.VIII.A,B
(7)	The student describes issues related to government policy and <u>seeks opportunities to eliminate barriers for all stakeholders</u> <del>recognizes concepts related to cultural diversity</del> . The student is expected to:	
(A)	analyze methods of decision making;	CCRS. CDS. I.A.B.C.D.E.
(B)	examine the effects of government policies and regulations in making management decisions;	CCRS. SS.
(C)	describe the <u>role management</u> of human resources <u>in ensuring equity in the workplace with respect to cultural diversity;</u> <del>and</del>	CCRS. SS. II. A.B.

(D)	<u>identify employee rights and laws pertaining to the workplace</u>	Important for students to know when going into the work force. Gap Skills: Local, state, and federal agricultural laws and regulations, Local, state, and federal laws and regulations
(E) (D)	identify laws pertaining to land and property ownership, <del>and</del> uses, taxes, wills, and liabilities; <del>and</del>	CCRS.ELA.II.B Gap Skills: Local, state, and federal agricultural laws and regulations, Local, state, and federal laws and regulations
(E)	<del>develop a personal economic philosophy.</del>	Moved to KS 6
(8)	<del>The student defines key issues of agribusiness success and failure. The student is expected to:</del>	Combining KS 6 & 8
(A)	<del>apply the decision-making process for budgeting issues;</del>	Move to KS6
(B)	<del>analyze business records and record-keeping procedures;</del>	
(C)	<del>determine methods of financing agribusiness;</del>	Already in KS6
(D)	<del>identify methods of obtaining capital resources; and</del>	
(E)	<del>analyze agricultural commodity markets.</del>	Move to KS9
(8) (9)	The student describes the marketing of agricultural products. The student is expected to:	
(A)	describe the purpose and importance of marketing <u>agricultural products</u> ;	
(B)	develop a marketing plan <u>for an agricultural business or product</u> ;	CCRS.Math.VI
(C)	<del>identify the competitive environment and the impact of foreign markets;</del>	Simplify, subsumed in D
(C) (D)	compare <del>types of</del> <u>various agribusiness</u> markets and influence factors; <del>and</del>	Clarify CCRS.ELA.II.A1
(E)	identify methods <u>used in agriculture for</u> <del>of</del> managing risk <del>such as hedging and crop insurance</del> ; <u>and</u>	CCRS.ELA.II.B
(F)	<u>analyze and identify trends in agricultural commodity markets.</u>	CCRS.Math.VI.A
(9) (10)	The student <del>knows</del> <u>understands</u> the efficiency aspects of agribusiness management. The student is expected to:	Clarify Gap Skills: Write business project or bid proposals, Prepare financial reports Gap Knowledges: Entrepreneurship
(A)	use management software and information technology <u>to create agricultural management and financial documents</u> such as spreadsheets and databases;	CCRS.Math.IX.C

(B)	<u>identify components of and</u> develop an <u>agribusiness</u> entrepreneurial plan; <del>based on personal economic philosophy;</del>	Clarify CCRS.Math.X.B
(C)	<u>identify components of and</u> develop <del>a</del> <u>an agribusiness</u> financial management plan; and	CCRS.Math.X.B
(D)	<u>create and</u> present <del>a</del> <u>an agriculture</u> business proposal.	CCRS.ELA.III.A-B & IV.A-B CCRS.Math.IX & X

DRAFT

**§127.XX 130.31. Practicum in Agriculture, Food, and Natural Resources (Two Credits), Adopted 2024 2015.**

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster. <del>Prerequisite:</del> <del>Recommended prerequisite:</del> a minimum of <u>two credits with one being a Level II or higher</u> <del>one credit</del> from the courses in the Agriculture, Food, and Natural Resources Career Cluster. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.	
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products <u>and</u> /resources.	
(3)	Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in agriculture, food and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	

(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	adhere to policies and procedures;	CCRS. CDS. I.E.F. Gap skill: Collaborate with others to develop business strategies, practices, or policies
(B)	demonstrate positive work behaviors <del>and attitudes</del> , including punctuality, time management, initiative, and cooperation;	CCRS. CDS. I.E.F.
(C)	apply constructive criticism and critical feedback from supervisor and peers <u>to work performance</u> ;	Clarify
(D)	apply ethical reasoning to a variety of situations in order to make ethical decisions;	CCRS. CDS. I.E.F.
(E)	complete tasks with high standards to ensure quality products and services;	CCRS. CDS. I.F.
(F)	model professional appearance, including using appropriate dress, grooming, and personal protective equipment; and	CCRS. Science. I.C.1.2.3.
(G)	comply with practicum setting safety rules and regulations to maintain safe <del>and healthful</del> working conditions and environments.	CCRS. Science. I.C.1.2.3.
<u>(H)</u>	<u>demonstrate a positive and productive work ethic by performing assigned tasks as directed;</u>	We are aware that KS 1 and 2 are consistent throughout Ag courses, however, we feel that these SEs are vital to the Practicum course.
<u>(I)</u>	<u>comply with all applicable rules, laws, and regulations in a consistent manner.</u>	CCRS. Science. I.C.1.2.3. CCRS. CDS. 1.F
(2)	The student develops a supervised <del>agricultural agriculture</del> experience program. The student is expected to:	2 will change per subcommittee recommendations. Align with AFNR SAE skills
(A)	plan, propose, conduct, document, and evaluate a supervised <del>agricultural agriculture</del>	CCRS.Science.II.A.E. CCRS.CDS.II.B. CCRS.Math.X.B. Align with AFNR SAE skills
(B)	<u>use appropriate</u> <del>apply proper</del> record-keeping skills <u>in a</u> <del>as they relate to the</del> the supervised <del>agricultural agriculture</del> experience <u>program</u> ;	CCRS Math. IX. B. Gap skill: Maintain operational records, files, or reports, Maintain personnel records, Maintain record of expenses, Maintain sales records Align with AFNR SAE skills



(C)	participate in youth <u>agricultural</u> leadership opportunities; <del>to create a well-rounded experience program; and</del>	CCRS.CDS.I.A.B.C.D.E.F. CCRS. SS. I. C. 3. E. 1.2.3.4. F. 1.2. CCRS. ELA. III.A.IV.A. V. A. Align with AFNR SAE skills
(D)	<u>review produce</u> and participate in a local program of activities; <u>and using a strategic planning process.</u>	CCRS.CDS.I.C.D.E.F. CCRS. ELA. III. IV. V. Align with AFNR SAE skills
(E)	<u>create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.</u>	Align with AFNR SAE skills
(3)	The student applies concepts of critical thinking and problem solving. The student is expected to:	
(A)	analyze elements of a problem to develop creative and innovative solutions <u>in the agricultural workplace;</u>	CCRS. CDS. I.A.C.
<del>(B)</del>	<del>analyze information to determine value to the problem-solving task;</del>	
<del>(B)</del> <del>(C)</del>	compare <del>and contrast</del> <u>alternative ways to solve a problem alternatives using a variety of problem-solving and critical thinking skills in the agricultural workplace;</u> and	CCRS.Math.VIII CCRS.ELA.II.A1 CCRS. CDS. I.A.C.
<del>(C)</del> <del>(D)</del>	<u>analyze data to inform agriculture operational decisions or activities.</u> <del>conduct technical research to gather information necessary for decision-making.</del>	CCRS.ELA.V.B-C CCRS.SCIENCE.V.C&D Gap skill: Analyze data to inform operational decisions or activities
(4)	The student demonstrates leadership and teamwork skills to accomplish goals and objectives. The student is expected to:	
(A)	analyze leadership characteristics <u>such as in relation to trustworthiness, trust,</u> positive attitude, integrity, and <u>work ethic willingness to accept key responsibilities in a work situation;</u>	CCRS. CDS. I. C. D. E. F.
(B)	demonstrate teamwork skills through working cooperatively with others to achieve tasks <u>in the agricultural workplace;</u>	CCRS. CDS. I.A. 1.2. E. 2. CCRS. ELA. III. A.1.2.4.B IV. A.1.2.
(C)	demonstrate teamwork processes <u>such as that promote</u> team-building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution <u>in the agricultural workplace;</u>	CCRS. CDS. I.A. 1.2. E. 2. CCRS. ELA. III. A.1.2.4.B IV. A.1.2.
(D)	demonstrate responsibility for shared group and individual work tasks <u>in the agricultural workplace;</u>	CCRS. CDS. I.A. 1.2. E. 2.

(E)	establish and maintain effective working relationships <u>using interpersonal skills</u> in order to accomplish objectives and tasks; <u>and</u>	CCRS. CDS. I.A. 1.2. E. 2. CCRS. ELA. III. A.1.2.4.B IV. A.1.2. Gap skill: Develop collaborative business relationships, Establish long-term relationships with industry professionals, Maintain relationships with external agencies, organizations, and communities
<del>(F)</del>	<del>demonstrate effective working relationships using interpersonal skills in order to accomplish objectives and tasks;</del>	Combined with E
<del>(G)</del>	<del>negotiate and work cooperatively with others using positive interpersonal skills; and</del>	Deleted because it is very similar to (E)
<del>(F)</del> (H)	<del>demonstrate respect for <u>all</u> individuals, including those from different cultures, genders, and backgrounds, and value for diversity.</del>	CCRS. CDS. I.A. 1.2. E. 2. CCRS. ELA. III. A.1.2.4.B IV. A.1.2. CCRS. SS. I.E.F. II. B.
(5)	The student demonstrates oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	
(A)	apply appropriate content knowledge, technical concepts, and vocabulary <del>when to</del> analyze <del>ing</del> information and follow <del>ing</del> directions;	Clarify CCRS Science. I. A. CCRS CDS.II. D.3.E. CCRS ELA. II. A. III. A. IV. A.
(B)	<u>use professional communication skills</u> <del>employ verbal skills</del> when <u>receiving</u> <del>obtaining</del> and conveying information <u>in the agricultural workplace</u> ;	CCRS.ELA.III.A CCRS CDA I.B.2.
(C)	<u>identify and analyze information contained in</u> <del>review, use, and apply</del> informational texts, Internet sites, or technical materials <u>in the agricultural workplace</u> <del>for occupational tasks</del> ;	CCRS.ELA.II.A
<del>(D)</del>	<del>evaluate the reliability of information from informational texts, Internet sites, or technical materials and resources;</del>	Combined with C to streamline and eliminate redundancy
<del>(D)</del> (E)	<u>evaluate</u> <del>interpret</del> verbal and nonverbal cues and behaviors to enhance communication <u>in the agricultural workplace</u> ;	CCRS. ELA. III. IV. CCRS. CDS. I. A. B.
<del>(E)</del> (F)	apply active listening skills to <u>receive</u> <del>obtain</del> and clarify information <u>in the agricultural workplace</u> ; and	CCRS. ELA. III. IV. CCRS. CDS. I. A. B.
<del>(F)</del> (G)	<u>produce</u> <del>facilitate</del> effective written and oral communication <u>in the agricultural workplace</u> . <del>using academic skills.</del>	CCRS. ELA. II. III. IV. CCRS. SS. V.A. B. CCRS. CDS. I. A. B.
<del>(6)</del>	<del>The student develops management skills for agricultural resources. The student is expected to:</del>	Remove due to irrelevance to student internships and specific pathways.
<del>(A)</del>	<del>discuss the importance of agricultural and natural resources to individuals and society;</del>	

<del>(B)</del>	<del>develop long-range land, water, and air quality management plans;</del>	
<del>(C)</del>	<del>practice equipment maintenance procedures;</del>	
<del>(D)</del>	<del>analyze the cost and maintenance of tools, equipment, and structures used in agriculture;</del>	
<del>(E)</del>	<del>describe and develop marketing strategies for agricultural and natural resources;</del>	
<del>(F)</del>	<del>decide between replacement, maintenance, repair, and reconditioning of agricultural vehicles and machinery; and</del>	
<del>(G)</del>	<del>describe and perform hazard analysis and follow safety laws.</del>	
<u>(6)</u>	<u>The student practices financial literacy as it relates to agriculture. The student is expected to:</u>	Consensus to add financial literacy component Gap skills:
<u>(A)</u>	<u>develop a budget based on personal financial goals;</u>	CCRS.Math.IX.B Gap Skill: Analyze business or financial data and information
<u>(B)</u>	<u>interpret the different components of a pay stub;</u>	CCRS.Math.X.B
<u>(C)</u>	<u>read and reconcile bank statements;</u>	CCRS.Math.X.B
<u>(D)</u>	<u>maintain financial records, including pay stubs, bank statements, and tax records;</u>	CCRS.ELA.I.A.2 CCRS.Math.X.B
<u>(E)</u>	<u>define credit and identify factors that impact the credit score;</u>	CCRS.ELA.II.A.2 & II.B CCRS.Math.IX.B & X.B
<u>(F)</u>	<u>identify methods to prevent identity theft; and</u>	CCRS. Math. IX. B.
<u>(G)</u>	<u>prepare or model how to complete a personal income tax form.</u>	CCRS.Math.IX.B & X.B
(7)	The student demonstrates technical knowledge and skills required to pursue a career in the Agriculture, Food, and Natural Resources Career Cluster. The student is expected to:	
(A)	develop advanced technical knowledge and skills related to the <u>individual</u> <del>personal</del> occupational objective;	CCRS. Science I.C.2.
<u>(B)</u>	<u>develop an individualized training plan</u>	
<u>(C)</u> <del>(B)</del>	evaluate <u>personal</u> strengths and weaknesses in technical skill proficiency;	CCRS. Science I.C.2.
<u>(D)</u> <del>(E)</del>	explain <del>the principles of</del> safe operation of tools and equipment related to the practicum; and	CCRS. Science I.C.2. Gap skills - Operate agricultural equipment or machinery, Operate power or hand tools
<u>(E)</u>	<u>identify the cost of supplies, tools, equipment, or structures related to the practicum;</u>	SE in 6 moved here CCRS.ELA.II.A2 CCRS.Math.VI.A,C

(F)	<u>identify the importance of maintaining supplies, tools, equipment, or structures related to the practicum;</u>	SE in 6 moved here
(G) (D)	<u>identify</u> <del>pursue</del> opportunities for licensure or certification related to <u>the</u> chosen career path.	Clarify CCRS.ELA.II.A1
(8)	The student documents technical knowledge and skills. The student is expected to:	
(A)	create a professional portfolio <u>that includes:</u> <del>to include information such as:</del>	Clarify CCRS.ELA.I.A CCRS CDS.II. A. C.
(i)	attainment of technical skill competencies;	CCRS. Science. III. B.C.D.
(ii)	licensure or certifications;	CCRS. CDS. I.A.1.B.1.2.
(iii)	recognitions, awards, <del>and</del> <u>scholarships, or letters of recommendation;</u>	Clarify CCRS. ELA. III. IV. CCRS. CDS. I. A. B.
(iv)	extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;	CCRS.CDS.I.A.B.C.D.E.F. CCRS. SS. I. C. 3. E. 1.2.3.4. F. 1.2. CCRS. ELA. III.A.IV.A. V. A.
(v)	<u>a summary of individual practicum experience;</u> <del>abstract of key points of the practicum;</del>	Clarify
(vi)	<u>a</u> resume;	CCRS ELA. I.A. CCRS. CDS. B.1.
(vii)	samples of work; and	CCRS. ELA. I.III. CCRS. CDS. II. B.C.D.
(viii)	<u>an</u> evaluation from the practicum supervisor; and	CCRS. CDS. I. A. B. CCRS. ELA. III. A.
(B)	present the portfolio to interested stakeholders.	CCRS.ELA.III.A-B CCRS. CDS. I.B.2.D. E.

**§127.XX 130.32. Extended Practicum in Agriculture, Food, and Natural Resources (One Credit), Adopted 2024 2015.**

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster. <u>Prerequisite: Recommended prerequisite: a minimum of two credits with one being a Level II or higher one credit</u> from the courses in the Agriculture, Food, and Natural Resources Career Cluster. Corequisite: Practicum in Agriculture, Food, and Natural Resources. This course must be taken concurrently with Practicum in Agriculture, Food, and Natural Resources and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills. <u>Successful completion of Principles of Agriculture, Food and Natural Resources is recommended for this course.</u>	
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
(3)	Extended Practicum in Agriculture, Food, and Natural Resources, <u>a corequisite course</u> , is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.	Consensus to add this for clarification and ease of course catalog descriptions for school districts. Highlighted is more detail added than Principles of Ag.
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	

(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to agriculture, food, and natural resources;	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E.
(B)	participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E.
(C)	demonstrate professional standards <del>and personal qualities</del> needed to be employable such as punctuality, time management, initiative, and cooperation with increased fluency;	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E.
<del>(D)</del>	<del>complete tasks with high standards to ensure quality products and services;</del>	Removed, this SE is in Practicum course
(E)	<del>employ</del> demonstrate teamwork and conflict-management skills with increased fluency to achieve collective goals; and	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E. CCRS ELA.III. IV.
(F)	<del>employ</del> demonstrate planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.	
<u>(2)</u>	<u>The student develops a supervised agricultural experience program. The student is expected to:</u>	2 will change per subcommittee recommendations.  This KS and SEs are in all other Agriculture Courses. Gap skills: Maintain operational records, files, or reports, Maintain personnel records, Maintain record of expenses, Maintain sales records
<u>(A)</u>	<u>plan, propose, conduct, document, and evaluate a supervised agricultural experience program as an experiential learning activity;</u>	CCRS.Science.II.A.E. CCRS.CDS.II.B. CCRS.Math.IX. A. B.
<u>(B)</u>	<u>use appropriate record-keeping skills in a supervised agricultural experience program;</u>	CCRS. IX.A.B.
<u>(C)</u>	<u>participate in youth agricultural leadership opportunities;</u>	CCRS.CDS.I.A.B.C.D.E.F. CCRS. SS. I. C. 3. E. 1.2.3.4. F. 1.2. CCRS. ELA. III.A.IV.A. V. A.
<u>(D)</u>	<u>review and participate in a local program of activities;</u>	CCRS.CDS.I.C.D.E.F. CCRS. ELA. III. IV. V.

(E)	<u>create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.</u>	
(3) (2)	The student implements advanced professional communications strategies. The student is expected to:	
(A)	apply appropriate content knowledge, technical concepts, and vocabulary with increased fluency <del>when to</del> analyzing information and following directions;	CCRS.ELA.I
(B)	demonstrate verbal <del>and non-verbal communication</del> consistently in a clear, concise, and effective manner;	CCRS.ELA.III & IV Non-verbal, not concise. Split into new SE
(C)	<u>demonstrate non-verbal communication consistently and effectively;</u>	CCRS.ELA.III.A.1.5.
(D) (E)	analyze, interpret, and effectively communicate information, data, and observations;	CCRS.ELA.I, II, III, IV CCRS CDS. I.B.2.D.
(D)	<del>observe and interpret verbal and nonverbal cues and behaviors to enhance communication; and</del>	Removed, this SE is in Practicum course
(E)	<del>apply active listening skills to obtain and clarify information.</del>	Removed, this SE is in Practicum course
(4) (3)	The student applies concepts of critical thinking and problem solving. The student is expected to:	
(A)	<u>apply employ</u> critical-thinking skills with increased fluency both independently and <del>in groups</del> <u>collaboratively</u> to solve problems and make decisions; <u>and</u>	CCRS.Science.II.D
(B)	<del>analyze elements of a problem to develop creative and innovative solutions; and</del>	Removed, this SE is in Practicum course
(B) (E)	demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions.	CCRS.ELA.I & II CCRS Science III.C.
(5) (4)	The student understands and applies proper safety techniques in the workplace. The student is expected to:	
(A)	demonstrate <del>an understanding of</del> and consistently follow workplace safety rules and regulations;	CCRS.ELA.II.A, D CCRS CDS. I. A.1.2.B. C.D.E.F. Measurability
(B)	demonstrate safe operation of tools and equipment;	CCRS.ELA.III CCRS. Science I. C.1. 3. Gap Skills: Operate agricultural equipment or machinery
(C)	<u>troubleshoot equipment when operation fails;</u>	Addition of troubleshooting
(D)	<u>demonstrate safe handling and proper disposal of supplies;</u>	Differentiation between supplies and tools and equipment CCRS.ELA.III CCRS. Science. I.C.

(E) (E)	<u>identify unsafe conditions or practices</u> <del>describe and perform hazard analysis</del> ; and	CCRS.ELA.I, III, IV CCRS Science I. C.
(F) (D)	<u>describe</u> <del>demonstrate knowledge of</del> procedures for reporting and handling accidents and safety incidents.	CCRS.ELA.V CCRS Science I.C.
(S)	<del>The student understands the professional, ethical, and legal responsibilities in agriculture, food, and natural resources. The student is expected to:</del>	Consensus to remove this KS and the SEs because they fit better in the Practicum course. This course has to be taught concurrently with the Practicum course.
(A)	<del>demonstrate a positive, productive work ethic by performing assigned tasks as directed;</del>	
(B)	<del>apply ethical reasoning to a variety of situations in order to make ethical decisions; and</del>	
(C)	<del>comply with all applicable rules, laws, and regulations in a consistent manner.</del>	
(6)	<u>The student documents growth in advanced technical knowledge and skills.</u> <del>The student participates in an agriculture, food, or natural resources experience.</del> The student is expected to:	Consensus to change KS to better describe the SEs
(A)	<del>conduct, document, and evaluate learning activities in a supervised agriculture, food, or natural resources experience;</del>	Removed because this is in the KS 2
(A) (B)	develop advanced technical knowledge and skills related to the student's occupational objective;	CCRS.ELA.V CCRS. CDS. I.A.B.C.D.E.F.
(C)	<del>demonstrate proper record-keeping skills related to the supervised agriculture, food, or natural resources experience;</del>	Removed because this SE is in the KS 2
(D)	<del>practice equipment maintenance procedures, as appropriate;</del>	Removed, this SE is in Practicum course
(E)	<del>decide between replacement, maintenance, repair, and reconditioning of agricultural vehicles and machinery, as appropriate;</del>	Removed, this SE is in Practicum course
(C) (F)	demonstrate growth of technical skill competencies; <u>and</u>	CCRS.Math.X.B.3 CCRS. CDS. I.A.B.C.D.E.F.
(B) (G)	evaluate <u>personal</u> strengths and weaknesses in technical skill proficiency; <u>and</u>	CCRS.Math.X.B.3 CCRS. CDS. I.A.B.C.D.E.F.
(H)	<del>collect representative work samples.</del>	Removed, this SE is in Practicum course
(D)	<u>update a professional portfolio.</u>	Continue the portfolio from Practicum CCRS.ELA.I, II, III, IV



## Career and Technical Education TEKS Review Draft Recommendations

Texas Essential Knowledge and Skills (TEKS) for Career and Technical Education Draft Recommendations

Animal Science Work Group

Courses: Equine Science, Livestock Production, Small Animal Management, Veterinary Medical Applications, Advanced Animal Science

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The document reflects the final recommendations to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education’s TEKS review work groups for: **Equine Science, Livestock Production, Small Animal Management, Veterinary Medical Applications, Advanced Animal Science.**

Proposed additions are shown in green font with underline (additions). Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple italicized font with underlines (*new text location*). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. The following notations may be used as part of the explanations.

<b>Abbreviation</b>	<b>Description</b>
CCRS	refers to the College and Career Readiness Standards
CDS	refers to cross disciplinary standards in the CCRS
ELA	refers to English language arts standards in the CCRS
M	Refers to mathematics standards in the CCRS
SCI	refers to science standards in the CCRS
SS	refers to social studies standards in the CCRS
Gap Analysis	refers to report on essential knowledge and skills aligned to in-demand high-wage occupations
VA	information moved or deleted to increase vertical alignment between courses

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§127.XX. §130.6. Equine Science (One-Half Credit), <u>Adopted 2024</u> . <del>Adopted 2015</del> .		
TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one-half credit for successful completion of this course. <u>Recommended prerequisite: Principles of AFNR</u>	Principles of AFNR is the foundational material for all AFNR courses.
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
(3)	In Equine Science, students will acquire knowledge and skills related to <del>equine animal systems and</del> the equine industry. Equine Science may address topics related to horses, donkeys, and mules. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to <u>equine animal</u> systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	identify career development, <u>education</u> , and entrepreneurship opportunities in the field of equine science;	Consistency
(B)	<u>identify and</u> demonstrate <del>competencies related to resources, information,</del> interpersonal <u>skills</u> , <u>problem solving, critical thinking skills</u> <del>and systems of operation used</del> in equine science;	Consistency; CCRS: ELA.IV.A.4
(C)	<u>describe and</u> demonstrate <del>knowledge of</del> <u>appropriate</u> personal and occupational <del>health and</del> safety <u>and health</u> practices <del>in</del> <u>for</u> the workplace;	CCRS: S.I.C.2.b; CCRS:ELA.IV.A.4

(D)	identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities;	CCRS: ELA.IV.A.4
(E)	<u>describe and</u> demonstrate characteristics of good citizenship such as stewardship, advocacy, and community leadership; and	Consistency; CCRS:ELA.IV.A.4
(F)	<u>identify training, education, and certification requirements for occupational choices.</u> <del>research career topics using technology such as the Internet.</del>	Consistency
(2)	The student develops a supervised agriculture <u>real</u> experience program. The student is expected to:	consistency
(A)	plan, propose, conduct, document, and evaluate a supervised agriculture <u>real</u> experience program as an experiential learning activity;	Consistency; CCRS:ELA.V
(B)	<u>use appropriate</u> <del>apply proper</del> record-keeping skills as they relate to the supervised agriculture <u>real</u> experience;	Consistency; CCRS: M.II.b.1
(C)	participate in youth <u>agricultural</u> leadership opportunities <del>to create a well-rounded experience program; and</del>	Consistency
(D)	<u>review</u> <del>produce</del> and participate in a local program of activities <del>using a strategic planning process; and</del>	Consistency
<u>(E)</u>	<u>create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.</u>	Consistency
(3)	The student analyzes <u>the history, domestication, and</u> <del>equine science as it relates to the</del> selection of <u>equine horses</u> . The student is expected to:	Add rigor; to add information about history, domestication; scaffolding;
<u>(A)</u>	<u>research and describe the history and evolution of equine;</u>	To add pertinent information; CCRS: S.III.D.1.a; ELA.I.A.2; ELA.V
<u>(B)</u> <del>(A)</del>	<u>describe</u> <del>recognize</del> the <u>impacts importance</u> of equine industries such as racing, rodeos, equestrian therapy, and the global food market; and	CCRS: SS.I.A.4.b Edit and clarification
<u>(C)</u> <del>(B)</del>	evaluate and select <u>equine breeds</u> <del>horses</del> based on purpose <u>and conformation.</u>	Edit and clarification; CCRS: S.VI.E.1.b
<del>(4)</del>	<del>The student knows how to provide proper nutrition using accepted protocols and processes to maintain animal performance. The student is expected to:</del>	Struck to expand and vertically align with other AFNR courses
<del>(A)</del>	<del>determine nutritional requirements of horses;</del>	Redundant
<del>(B)</del>	<del>describe the anatomy and physiology of horses, including the skeletal, muscular, respiratory, reproductive, and circulatory systems; and</del>	Redundant
<del>(C)</del>	<del>explain methods of maintaining horse health and soundness.</del>	Moved to 7G

(4)	<u>The student explains anatomy and physiology of equine. The student is expected to:</u>	Expanded and vertically aligned with other AFNR courses
(A)	<u>identify and explain the skeletal, muscular, respiratory, reproductive, digestive, and circulatory systems of equine;</u>	Expanded and vertically aligned with other AFNR courses; CCRS: SS.VI.F.2.b-e
(B)	<u>identify and interpret ranges for healthy equine vital signs; and</u>	Expanded and vertically aligned with other AFNR courses
(C)	<u>compare normal and abnormal behavior of equine.</u>	Expand; CCRS: S.VI.G.3.a
(5)	<u>The student determines the nutritional requirements of equine. The student is expected to:</u>	Expand and vertically align with other AFNR courses
(A)	<u>compare the equine digestive system to the digestive systems of other species;</u>	Expanded and vertically aligned with other AFNR courses; CCRS: S.VI.F.2.C
(B)	<u>identify and describe sources of nutrients and classes of feed;</u>	Expanded and vertically aligned with other AFNR courses; CCRS: S.VI.B.1.b
(C)	<u>identify and research vitamins, minerals, and feed additives;</u>	Expanded and vertically aligned with other AFNR courses; CCRS: S.VI.B.1.b
(D)	<u>formulate feed rations based on the nutritional requirements of equine; and</u>	Expanded and vertically aligned with other AFNR courses; CCRS: M.B.1-3; M.III.C.2
(E)	<u>identify and discuss feeding practices, grazing practices, and feed quality issues.</u>	Expanded and vertically aligned with other AFNR courses; CCRS: ELA.III.A.1-2
(7) (5)	The student analyzes <del>equine science as it relates to</del> the management of <u>equine horses</u> . The student is expected to:	Expand and align in a more cohesive sequence; fills gap analysis; clarification
(A)	<u>identify and select appropriate tools and equipment for grooming, riding, and training and facilities for horses;</u>	Expand and align in a more cohesive sequence; CCRS: S.I.C.3.a
(B)	<u>identify and select appropriate tools and equipment for safe <del>demonstrate methods of</del> handling and restraining horses safely; and</u>	Expand and align in a more cohesive sequence; CCRS: S.I.C.3.a; ELA.IV.A.4
(C)	<u>identify and select appropriate facilities such as housing, performance, veterinary, and reproduction;</u>	Expand and align in a more cohesive sequence
(D) (E)	<u>explain <del>identify</del> the procedures for breeding equine and caring for foals <del>horses per in</del> accordance with industry standards;</u>	Clarification; Expand; Enhance rigor
(E)	<u>explain and demonstrate methods of identifying ownership, including branding and tattooing;</u>	Expand and align in a more cohesive sequence
(F)	<u>discuss effective management strategies, such as financial planning, managing governmental regulations, and interpreting performance data; and</u>	Fill gap analysis; CCRS: SS.I.A.6.b; M.IX.B.1; M.VIII.C.2; ELA.III.A.1-2; ELA.III.A.5
(G)	<u>explain methods of maintaining equine health and soundness, such as hoof care and dental health.</u>	Clarification and move from 4C; CCRS: SS.I.A.6.b

(6)	The student <u>understands how</u> <del>identifies equine-animal</del> <u>are affected by pests and</u> diseases <u>and pests</u> . The student is expected to:	Increase rigor; VA
(A)	identify and describe <u>how</u> <del>the role of</del> bacteria, fungi, viruses, genetics, and nutrition <u>affect equine health in disease</u> ;	Clarification; CCRS: SS.I.B.1.b; SS.VI.D.3.a
(B)	identify <u>signs, symptoms,</u> <del>methods of disease control</del> ; treatment, and prevention <u>of diseases</u> ;	Expand/clarify
(C)	<u>identify</u> <del>classify internal and external</del> parasites; <u>including and explain the signs, symptoms,</u> treatment, and prevention; <del>and</del>	CCRS: S.X.E.2.a
(D)	identify behavioral <u>conditions</u> <del>diseases</del> such as cribbing, heaving, and wind sucking-; <u>and</u>	Clarification; CCRS: S.VI.G.3.a
(E)	<u>discuss methods of administering equine medications and calculating dosage.</u>	Increase rigor; VA; fills gap analysis; CCRS: M.VII.B.1; M.I.C
(8) (7)	The student <u>discusses</u> <del>compares and contrasts</del> issues affecting the equine industry. The student is expected to:	Clarification; expand
(A)	describe biotechnology issues related to the equine industry; <del>and</del>	
(B)	<u>research and present</u> <del>identify</del> animal welfare policy pertaining to equine industries such as racing, rodeos, equestrian therapy, the global food market, and pharmaceutical research-; <u>and</u>	CCRS: CDS.I.A.2.c; ELA.V; ELA.I.2.A
(C)	<u>research and present governmental regulations, environmental regulations, or current events that affect the equine industry.</u>	Fills gap analysis, expand; CCRS:CDS.II.D.1.b; ELA.V; ELA.I.2.A

§127.XX. §130.7. Livestock Production (One Credit), <u>Adopted 2024</u> . <del>Adopted 2015</del> .		
TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one credit for successful completion of this course. <u>Recommended prerequisite: Principles of AFNR</u>	Principles of AFNR is the foundational material for all AFNR courses.
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
(3)	In Livestock Production, students will acquire knowledge and skills related to <del>livestock and</del> the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to <u>livestock animal</u> systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry The student is expected to:	
(A)	identify career development, <u>education</u> , and entrepreneurship opportunities in the field of <u>livestock production animal systems</u> ;	Consistency
(B)	<u>identify and demonstrate</u> <del>apply competencies related to resources, information,</del> interpersonal <del>skills, problem solving, and critical thinking skills used</del> <u>and systems of operation in animal systems; livestock production;</u>	Consistency; CCRS: ELA.IV.A.4

(C)	<u>describe and</u> demonstrate <u>appropriate knowledge of</u> personal and occupational safety and health practices <u>for in</u> the workplace;	Consistency; CCRS: ELA.IV.A.4; S.I.C.2.b
(D)	identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities;	CCRS: ELA.IV.A.4
(E)	<u>describe and</u> demonstrate characteristics of good citizenship such as stewardship, advocacy, and community leadership; and	Consistency; CCRS: ELA.IV.A.4
(F)	<u>identify training, education, and certification requirements for occupational choices.</u> <del>research career topics using technology such as the Internet.</del>	Consistency
(2)	The student develops a supervised agriculture <u>real</u> experience program. The student is expected to:	Consistency
(A)	plan, propose, conduct, document, and evaluate a supervised agriculture <u>real</u> experience program as an experiential learning activity;	Consistency; CCRS: ELA.V
(B)	<u>use appropriate</u> <del>apply proper</del> record-keeping skills as they relate to the supervised agriculture <u>real</u> experience;	Consistency; CCRS: M.II.B.1
(C)	participate in youth <u>agricultural</u> leadership opportunities <del>to create a well-rounded experience program; and</del>	Consistency
(D)	<u>review produce</u> and participate in a local program of activities <del>using a strategic planning process; and</del>	Consistency
<u>(E)</u>	<u>create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.</u>	consistency
<del>(3)</del>	<del>The student demonstrates technical skills relating to the interrelated human, scientific, and technological dimensions of animal systems. The student is expected to:</del>	Ambiguous
<del>(A)</del>	<del>assess the importance of the United States' impact on world commodity markets;</del>	Moved to another SE
<del>(B)</del>	<del>apply the principles of livestock breeding and nutrition to predict the impact of current advances in genetics; and</del>	Redundant
<del>(C)</del>	<del>examine the interrelationship of plants and animals in concepts such as forage identification, rotational grazing, and grass protein levels.</del>	Redundant
<u>(3)</u>	<u>The student analyzes the history, domestication, and selection of livestock. The student is expected to:</u>	Add rigor; to add information about history, domestication; scaffolding
<u>(A)</u>	<u>research and describe the history, domestication, and evolution of livestock species;</u>	To add pertinent information; CCRS: ELA.I.A.2; ELA.V; CDS.II.B.7.a
<u>(B)</u>	<u>describe the impacts of the livestock industry such as entertainment, recreational, exhibition of livestock, environmental impacts, sustainability, and the global food market; and</u>	To add pertinent information; CCRS: M.IX; SS.I.A.3.b

(C)	<u>evaluate and select livestock breeds based on purpose and conformation.</u>	Edit and clarification; CCRS: S.VI.E.1.b
(8) (4)	The student <u>analyzes the management skills needed</u> <del>performs technical skills related to</del> <u>for</u> livestock production. The student is expected to:	Expand; Add rigor
(A)	<u>identify and select appropriate tools and equipment for safe handling and restraining;</u> <del>gather performance data;</del>	VA; CCRS: S.I.C.3.a
(B)	<u>identify and select appropriate facilities such as housing, veterinary, reproduction;</u>	VA
(C) (B)	<u>evaluate and describe common industry practices</u> <del>veterinary procedures and skills to maximize</del> <u>efficiency of livestock such as dehorning, castrating, docking, and vaccinating; and</u>	Clarification; VA; Fills gap analysis
(C)	<del>practice proper animal restraint techniques;</del>	Included in another SE
(D)	<u>explain and demonstrate methods of identifying ownership, including branding, ear tagging, ear notching, wing bands, and tattooing.</u> <del>demonstrate identification techniques; and</del>	Fills gap analysis
(E)	<del>demonstrate effective management strategies such as financial planning and managing governmental regulations.</del>	Move to 9A
(4) (5)	The student explains anatomy and physiology <del>related to nutrition, reproduction, health, and management</del> of livestock species. The student is expected to:	Clarification
(A)	<u>identify and</u> explain the skeletal, muscular, respiratory, <del>reproductive,</del> and circulatory systems of <del>livestock animals;</del> <u>and</u>	Clarification, expand; CCRS: S.VI.F.2.b-e
(B)	<u>identify and interpret</u> <del>evaluate</del> <u>ranges for healthy livestock vital signs; and</u> <del>and normal behavior.</del>	Clarification
(C)	<u>compare normal and abnormal behavior of livestock.</u>	Expand, VA; CCRS: S.VI.G.3.a
(5) (6)	The student determines nutritional requirements of <u>livestock</u> <del>ruminant and non-ruminant animals, including poultry.</del> The student is expected to:	Clarification
(A)	describe <u>and compare</u> the digestive systems of ruminant and non-ruminant animals;	CCRS: S.VI.F.2.c
(B)	identify sources of nutrients and classes of feed;	CCRS: S.VI.B.1.c
(C)	identify vitamins, minerals, and feed additives;	CCRS: S.VI.B.1.c
(D)	formulate <u>feed rations</u> <u>based on least-cost factors and nutritional needs;</u> <del>and</del>	Clarification; Moved from 9C; CCRS: M.III.C.2; M.IV.B.1; M.V.C.2-3
(E)	discuss feeding practices and feed quality issues-;	
(F)	<u>identify forage plants used for livestock grazing; and</u>	Expand; VA; CCRS: S.VI.B.1.c
(G)	<u>research and present grazing practices, such as rotational grazing and deferred grazing.</u>	Expand; VA; CCRS: S.X.E.4.b; ELA.I.A.2; ELA.V



(6) (7)	The student explains <u>livestock animal</u> genetics and reproduction. The student is expected to:	Consistency
(A)	describe <u>and compare</u> the reproductive systems of various livestock;	CCRS: S.VI.F.2.e
(C) (B)	use Expected Progeny Differences (EPDs) <u>to evaluate livestock production</u> ; <del>explain the use of genetics in animal agriculture such as, phenotype, and genotype;</del>	Moved to 7F; CCRS: M.III.C.2; M.IV.C.1; M.V.B.4; M.V.C; M.IX.B.1
(B) (C)	identify <u>and explain systems of animal livestock</u> breeding <u>systems, such as grading up, crossbreeding, linebreeding, and inbreeding</u> ;	Fills gap analysis; Clarification
(D)	research <u>and present</u> current and emerging technologies in <u>livestock animal</u> reproduction such as cloning, embryo transfer, in vitro fertilization, and artificial insemination; and	Clarification and expand; CCRS: ELA.I.A.2; ELA.V
(E)	<del>use Punnett Squares design and conduct experiments to support known principles of genetics to predict phenotypes and genotypes of offspring;</del> <u>and</u>	Moved from 7B; CCRS S.VI.D.1.d; M.III.C.2; M.IV.B.1; M.V.4; M.V.C.2-3; M.IX.B.1
(F)	<u>explain the relationship between body condition scores and reproductive efficiency.</u>	Rigor
(7) (8)	The student <u>understands identifies</u> <u>how livestock are affected by animal</u> pests and diseases. The student is expected to:	Consistency
(A)	identify and describe <u>how the role of</u> bacteria, fungi, viruses, genetics, and nutrition <del>in disease affect livestock health</del> ;	Consistency; VA; CCRS: S.VI.F.2.e
(B)	identify <u>signs, symptoms, methods of disease control,</u> treatment, and prevention <u>of diseases</u> ; <del>and</del>	Rigor
(C)	<u>identify classify internal and external</u> parasites <del>including</del> <u>and explain the signs, symptoms, treatment, and prevention;</u> <del>and</del>	Clarification; CCRS: S.X.E.2.a
(D)	<u>calculate dosage and identify administration methods of livestock medications.</u>	Fills gap analysis; rigor; VA; CCRS: M.I.C; M.VII.B.1
(9)	The student <u>examines the interrelationship of</u> <del>knows</del> the factors impacting <del>commodity prices and costs</del> <u>livestock production operations</u> . The student is expected to:	Rigor; VA
(A)	identify <del>design, conduct, and complete research to and solve</del> <u>livestock management problems and generate potential solutions for them;</u> <del>and</del>	Moved from 10A; Clarification; CCRS: S.X.E.3.a
(B)	<u>create demonstrate an effective financial management strategies plan for a livestock production operation such as financial planning;</u>	Moved from 8E, Expand; CCRS: M.IX.B.1; M.VIII.C.2
(C)	<u>analyze and discuss environmental regulations, and managing governmental regulations, and animal welfare policies related to livestock production;</u>	Moved from 8E; CCRS SS.I.A.6.b; CDS.2.D.2.b; gap analysis

<u>(D)</u> <del>(A)</del>	evaluate the relationship between livestock <u>and grain commodity</u> markets; and	Clarification, Expand, Rigor
<u>(E)</u>	assess the <u>impact importance</u> of the United States' <u>livestock industry impact</u> on world commodity markets;	Moved from 3A, Clarification; CCRS: M.IX.B.1; SS.I.D.2.a
<del>(B)</del>	<del>formulate rations based on least-cost factors.</del>	Moved to 5D
<del>(10)</del>	<del>The student plans for dynamic changes in business operation. The student is expected to:</del>	Found in other SE
<del>(A)</del>	<del>design, conduct, and complete research to identify and solve livestock management problems; and</del>	Moved to 9A
<u>(F)</u> <del>(B)</del>	use charts, tables, <u>data</u> , or graphs to <u>evaluate the efficiency of livestock production; and</u> <del>prepare written summaries of data such as nutrition, digestion, and reproduction data obtained in a laboratory activity and an individual scientific research project.</del>	CCRS S.V.C1.f; M.V.C.1; M.V.C.2; M.VII.A.1; M.VII.A.5; Clarification
<u>(G)</u>	<u>develop and present a livestock operation plan that includes health, reproduction, nutrition, and management practices necessary for maximum efficiency.</u>	Increase rigor; Fills gap analysis; CCRS: ELA.IV.A.4; M.II.B.1; M.VIII.C.2

**§127.XX. §130.8. Small Animal Management (One-Half Credit), Adopted 2024. ~~Adopted 2015.~~**

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one-half credit for successful completion of this course. <u>Recommended prerequisite: Principles of AFNR</u>	Foundational content found in this course for all AFNR courses.
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
(3)	In Small Animal Management, students will acquire knowledge and skills related to <del>small animals</del> <del>and</del> the small animal management industry. Small Animal Management may address topics related to small <del>animals mammals</del> such as dogs and cats, <u>rabbits, pocket pets,</u> amphibians, reptiles, and birds. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to <u>small</u> animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings.	Clarification, expand
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	identify career development, <u>education,</u> and entrepreneurship opportunities in the field of <u>small animal management</u> <del>specialty agricultural enterprises;</del>	Consistency
(B)	<u>identify and demonstrate</u> <del>apply competencies related to resources, information,</del> interpersonal <u>skills, problem solving, and critical thinking skills</u> <del>and systems of operation used</del> in <del>specialty agricultural enterprises</del> <u>small animal management;</u>	Consistency; CCRS: ELA.IV.A.4

(C)	<u>describe and</u> demonstrate <del>knowledge of</del> <u>appropriate</u> personal and <del>mechanical</del> <u>occupational</u> safety and health practices <u>for</u> <del>in</del> the workplace;	Consistency; CCRS: ELA.IV.A.4; S.I.C.2.b
(D)	identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities;	CCRS: ELA.IV.A.4
(E)	<u>describe and</u> demonstrate characteristics of good citizenship such as stewardship, advocacy, and community leadership; and	Consistency; CCRS: ELA.IV.A.4
(F)	<u>identify training, education, and certification requirements for occupational choices.</u> <del>research career topics using technology such as the Internet.</del>	consistency
(2)	The student develops a supervised agriculture <u>real</u> experience program. The student is expected to:	Consistency
(A)	plan, propose, conduct, document, and evaluate a supervised agriculture <u>real</u> experience program as an experiential learning activity;	Consistency; CCRS: ELA.V
(B)	<u>use appropriate</u> <del>apply proper</del> record-keeping skills as they relate to the supervised agriculture <u>real</u> experience;	Consistency; CCRS: M.IV.B.1
(C)	participate in youth <u>agricultural</u> leadership opportunities to create a well-rounded experience program; <del>and</del>	consistency
(D)	<del>review produce</del> and participate in a local program of activities <del>using a strategic planning process.</del> <u>and</u>	consistency
(E)	<u>create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences</u>	Consistency
(3)	The student <u>analyzes the history, domestication, and importance of</u> <del>describes the importance of</del> <u>responsible</u> small animal ownership. The student is expected to:	Clarification and VA
(A)	<u>research and present</u> <del>explain</del> the <u>history</u> , domestication, and <u>purpose</u> <del>use</del> of small animals;	Expand, increase rigor; CCRS: SS.I.A.3.b; ELA.I.A.2; ELA.V
(B)	identify <u>and discuss</u> the influence small animals have on society;	Increase rigor; CCRS: SS.I.A.4.b; ELA.III.A.1-2; ELA.III.A.5
(C)	describe the <u>economic impact</u> <del>importance</del> of the small animal industry;	Increase rigor; CCRS: SS.I.A.4.b; M.IX.B.2
(D)	describe the <u>responsibilities</u> <del>obligations</del> and benefits of small animal ownership; <del>and</del>	Clarification
(E)	<u>explain</u> <del>discuss the use and</del> services <del>provided by</del> small animals <u>provide to society such as medical, support, research, and working;</u> <del>and</del>	Expand, increase rigor
(F)	<u>research and discuss the environmental and governmental regulations related to small animal ownership.</u>	Increase rigor, expand; CCRS: SS.I.A.6.b; ELA.I.A.2; ELA.III.A.1-2; ELA.III.A.5; ELA.V; fills gap analysis

(4)	The student <u>understands</u> <del>learns</del> the hazards associated with working in the small animal industry. The student is expected to:	VA; clarification
(A)	explain <u>and demonstrate</u> <del>the importance of</del> safe practices when working with small animals;	Increase rigor, clarification; fills gap analysis
(B)	identify zoonotic diseases that can be transmitted <u>by</u> <del>from</del> small animals <del>to humans</del> ;	clarification; fills gap analysis; CCRS: S.X.E.2.a
(C)	describe <u>sanitation</u> methods <u>used to prevent</u> <del>of preventing</del> the spread of disease; <u>and</u>	clarification; fills gap analysis; CCRS: S.X.E.2.a; ELA.IV.4
(D)	follow <u>Safety Data Sheets (SDS)</u> <del>safety</del> <u>guidelines</u> when handling dangerous chemicals <u>and</u> <del>working with small animals</del> ; <u>and</u> ;	CCRS: S.I.C.2.a – b; ELA.IV.A.4; fills gap analysis
(E)	<del>demonstrate the proper use of laboratory equipment.</del>	Removed because laboratory equipment is not used in this course
(5)	The student evaluates current topics in <u>small</u> animal rights and animal welfare. The student is expected to:	Clarification; CCRS: CDS.I.A.2.c
<del>(A)</del>	<del>compare and contrast animal rights and animal welfare;</del>	Clarification; CCRS: CDS.I.A.2.c
(B)	research <u>and report</u> important persons, organizations, and groups involved in the animal rights movement; <u>and</u>	CCRS: CDS.I.A.2.c; ELA.I.A.2; ELA.V
(C)	create <u>and present</u> a timeline of <del>dates and acts of</del> legislation related to animal welfare; <u>and</u> ;	CCRS: CDS.I.A.2.c
<del>(A)</del> <del>(D)</del>	analyze current issues in animal rights and animal welfare; <u>;</u>	CCRS: CDS.I.A.2.c
<del>(7)</del> <del>(6)</del>	The student <u>analyzes</u> <del>knows</del> the care and management <u>skills</u> <del>requirements</del> for a variety of small animals. The student is expected to:	clarification
(A)	<u>identify and</u> discuss the <u>impact</u> physical characteristics <u>have on the management practices</u> for each species studied;	Increase rigor; expand; CCRS: ELA.III.A.1-2; ELA.III.A.5
(B)	<u>Identify and compare</u> <del>list</del> the breeds <u>and</u> <del>or</del> types of each species studied <del>as appropriate</del> ;	Increase rigor; CCRS: S.VI.E.1.b
(C)	discuss the <u>ownership identification methods</u> , habitat, housing, and equipment needs for each species studied;	Expand; CCRS: ELA.III.A.1-2; ELA.III.A.5
(D)	<u>identify</u> <del>compare and contrast</del> nutritional requirements for each species studied;	Clarification; CCRS: S.VI.B.1.c
(E)	explain health maintenance <u>for in</u> each species studied, including <del>the</del> prevention and control of diseases and parasites;	Expand; CCRS: S.X.E.2.a
(F)	describe and practice <del>common</del> methods of handling <u>for</u> each species studied; <u>and</u>	clarification
(G)	<u>discuss</u> <del>perform procedures such as fecal and blood testing and</del> basic grooming procedures <u>for each species studied</u> <del>using available laboratory equipment, and</del>	Clarification; CCRS: ELA.III.A.1-2; ELA.III.A.5

(H)	<u>identify copulation, gestation, parturition, and weaning practices for each species studied.</u>	Increase rigor; expand; fills gap analysis; CCRS: S.VI.F.2.e
(6) (7)	The student <u>explains anatomy and physiology of small animals</u> <del>examines career opportunities in small animal care.</del> The student is expected to:	Increase rigor; expand
(A)	<u>identify and explain the skeletal, muscular, respiratory, reproductive, digestive, and circulatory systems for each species studied;</u> <del>identify, describe, and compare career opportunities in small animal care and management; and</del>	Redundant; CCRS: S.VI.F.2.b-e; Increase rigor; expand
(B)	<u>identify and interpret ranges for healthy small animal vital signs; and</u> <del>describe the nature of the work, salaries, and educational requirements for careers in small animal care.</del>	Redundant; CCRS: S.VI.G.3.a; Increase rigor; expand
(C)	<u>compare normal and abnormal behavior of small animals.</u>	Expand; Increase rigor
(8)	<u>The student examines the interrelationship of the factors impacting small animal ownership. The student is expected to:</u>	CCRS S.V.C1.f; Clarification; Increase rigor; Fills gap analysis;
(A)	<u>develop and present a small animal ownership plan that includes health, reproduction, nutrition, and management practices; and</u>	Increase rigor; Fills gap analysis;
(B)	<u>research and create a financial plan for small animal operation or ownership.</u>	Increase rigor; Fills gap analysis; CCRS: ELA.V; M. IX.B.1; M.VIII.C.2

**§127.XX. §130.9. Veterinary Science Medical Applications (One Credit), Adopted 2024. ~~Adopted 2015.~~**

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Equine Science, Small Animal Management, or Livestock Production. Students shall be awarded one credit for successful completion of this course.	
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
(3)	Veterinary <u>Science Medical Applications</u> covers topics relating to veterinary practices, including practices for large and small animal species. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	identify career <del>development</del> , <u>education</u> , and entrepreneurship opportunities <del>in</del> <u>for a chosen occupation in</u> the field of veterinary science <u>and develop a plan for obtaining the education, training, and certifications required;</u>	Consistency; increase rigor

(B)	<u>model professionalism by continuously exhibiting appropriate work habits, solving problems, taking initiative, communicating effectively, listening actively, and thinking critically;</u> <del>demonstrate competencies related to resources, information, interpersonal skills, and systems of operation in veterinary science</del>	Consistency; CCRS: ELA.IV.A.4; Moved from 1D; increase rigor
(C)	<u>model appropriate demonstrate knowledge of</u> personal and occupational <u>health and safety and health practices and explain the importance of established safety and health protocols for in</u> the workplace;	Consistency; CCRS: ELA.IV.A.4; S.I.C.2.b; increase rigor
(D)	<u>analyze and interpret the rights and responsibilities, including ethical conduct and legal responsibilities of employers and employees;</u> <del>identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities;</del>	CCRS: ELA. IV.A.4; increase rigor
(E)	<u>analyze the importance demonstrate characteristics of exhibiting</u> good citizenship <u>such as stewardship, advocacy, and community leadership;</u> and <u>describe the effects of good citizenship on the development of home, school, workplace, and community.</u>	Consistency; CCRS: ELA.IV.A.4; increase rigor
(F)	<del>research career topics using technology such as the Internet.</del>	Consistency; removed because irrelevant
(2)	The student develops a supervised agriculture <sup>real</sup> experience program. The student is expected to:	consistency
(A)	plan, propose, conduct, document, and evaluate a supervised agriculture <sup>real</sup> experience program as an experiential learning activity;	Consistency; CCRS: ELA.V
(B)	<u>use appropriate apply proper</u> record-keeping skills as they relate to the supervised agriculture <sup>real</sup> experience;	Consistency; CCRS: M.IV.B.1
(C)	participate in youth <u>agricultural</u> leadership opportunities; <del>to create a well-rounded experience program; and</del>	consistency
(D)	<del>produce</del> <u>review</u> and participate in a local program of activities; <u>and using a strategic planning process.</u>	Consistency
(E)	<u>create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences</u>	consistency
(4) (3)	The student <u>understands researches</u> current topics, <del>in veterinary medicine, recognizes the importance of animals in society, and discusses</del> professional ethics, and laws that relate to veterinary medicine. The student is expected to:	Redundant; clarification
(A)	<del>explain the human-animal bond and how to interact with clients and their animals;</del>	Better in other KS (reworded)
(A) (B)	<u>research and present identify historical events, trends, and issues; and historical events</u> that have <u>impacted veterinary medicine-influenced animal use and care;</u>	Expand; increase rigor; CCRS: ELA.V; ELA.I.A.2; SS.I.A.3.b



(C)	<del>describe the legal aspects of animal welfare and animal rights;</del>	Moved to 4B
(B) (D)	<del>analyze evaluate the principles of</del> veterinary medical ethics, including <del>animal welfare rights and animal rights-welfare;</del> and	Moved from 4; increase rigor
(C) (E)	<del>explain review</del> policies and procedures in veterinary medicine that reflect <del>various</del> local, state, and federal laws.	Clarification
(5) (4)	The student evaluates <del>veterinary hospital effective</del> management <del>approaches</del> and marketing <del>strategies</del> to determine their importance to the success of veterinary <del>practices such as</del> clinics and hospitals. The student is expected to:	Clarification
(A)	<del>describe how the human-animal bond impacts veterinary practices when working with clients and their animals;</del>	Expand; fills gap analysis
(B) (A)	identify <del>and demonstrate</del> skills needed to communicate effectively with clients <del>and veterinary professionals and pet owners in the community;</del>	Expand; CCRS: ELA.III.A.1-2; ELA.IV.A.4
(B)	<del>identify vital information and demonstrate effective communication skills necessary to solve problems;</del>	Included in a previous SE
(C)	explain <del>how the role and importance of</del> marketing <del>and its effects on</del> the success of a veterinary <del>practice-hospital;</del> and	Clarification
(D)	<del>discuss how develop skills involving the use of</del> electronic technology <del>such as computer programs, medical records, and tablets commonly found is used</del> in a veterinary <del>practice hospital such as centrifuge, autoclave, and radiography positions.</del>	Found in 14A; Clarification; CCRS: CDS.II.E.4.b; ELA.III.A.1-2; fills gap analysis; increasing rigor
(6) (5)	The student communicates the importance of medical terminology, evaluates veterinary terms to discover their meanings, and demonstrates the ability to use terms correctly. The student is expected to:	
(A)	analyze <del>veterinary terms to discover their meanings and recognize common Greek and Latin prefixes, suffixes, and roots</del> <del>Greek and Latin prefixes, suffixes, and roots to determine the meaning of veterinary terms;</del>	Clarification; CCRS: ELA.II.B; reworded
(C) (B)	use directional <del>anatomy anatomical</del> terms appropriately;	CCRS: ELA.II.B; clarification
(C)	<del>identify anatomical structures of animals;</del>	In another SE (6C)
(D)	<del>describe the major body systems using appropriate medical terminology; and</del>	In another SE (KS8)
(B) (E)	<del>identify recognize, pronounce, and spell, and define medical</del> <del>veterinary terms appropriately;</del> <del>and relating to diagnosis, pathology, and treatment of animals.</del>	Clarification; CCRS: ELA.II.B

(7) (6)	The student <u>understands proper</u> <del>explores the area of</del> animal <u>handling management</u> as it relates to <del>animal identification, animal</del> characteristics, and behavioral <del>temperament</del> . The student is expected to:	Clarification
(A)	identify <del>a variety of</del> animal <u>breeds</u> <del>species such as companion, exotic, and large animal species</del> according to <del>common breed</del> characteristics;	Clarification; CCRS: S.VI.E.1.b
(B)	<u>identify and compare</u> <del>recognize</del> <u>normal and abnormal behavior within and among various animal species;</u> <del>common animal behavioral problems within companion, exotic, and large animals per industry standard;</del>	Expand; fills gap analysis; CCRS: S.VI.G.3.a
(C)	identify <u>and discuss</u> correct handling <u>and restraint</u> protocols, <u>such as muzzling, lateral recumbency, sternal recumbency, jugular venipuncture, and haltering;</u> <del>and discuss their relevance to veterinary medical staff;</del> and	fills gap analysis; CCRS: ELA.III.A.1-2; ELA.III.A.5
(D)	<del>demonstrate appropriate methods of handling a variety of animal behaviors.</del>	In another SE (7C)
(8) (7)	The student <u>explains anatomy and physiology of animals.</u> <del>investigates the body systems and gains a working knowledge of each system's purpose and functions and how each system is affected by disease.</del> The student is expected to:	Fills gap analysis; VA
(A)	identify the parts <u>and functions</u> of the skeletal, muscular, respiratory, circulatory, digestive, endocrine, and nervous systems; <u>and</u>	Endocrine and nervous are new systems being discussed in this SE compared to other courses where the systems are included; fills gap analysis; CCRS: S.VI.F.2.a-d
(B)	describe the <u>interrelationship among functions of the skeletal, muscular, respiratory, circulatory, digestive, endocrine, and nervous animal body</u> systems;	Expand, increase rigor; fills gap analysis; CCRS: S.VI.D.1.a
(C)	<del>identify appropriate anatomical sites for injections, measuring vital signs, and collecting blood samples for various animal species; and</del>	In another KS/SE (10B, 10C, 12A, 12B, 16A)
(D)	<del>describe normal animal behavior and vital signs compared to sick animals using medical terminology.</del>	In another KS/SE (7B, 10B, 10C)
(8)	<del>The student performs mathematical calculations used in veterinary medicine. The student is expected to:</del>	
(A)	<del>add, subtract, multiply, and divide whole numbers, fractions, and decimals as related to veterinary medicine;</del>	
(B)	<del>apply mathematical skills needed for accurate client assessment such as measurement, conversion, and data analysis;</del>	Moved to 10G
(C)	<del>solve veterinary problems by calculating percentages and averages;</del>	
(D)	<del>convert between English and metric units;</del>	Included in another SE (10G)
(E)	<del>determine weight, volume, and linear measurements using scientific calculations;</del>	Moved to 10G

(F)	<del>solve word problems using ratios and dimensional analysis;</del>	
(G)	<del>interpret data using tables, charts, and graphs; and</del>	Moved to 10G
(H)	<del>calculate and prepare chemical concentrations using mathematical equations.</del>	Removed due to not being essential for this course
(11) (9)	The student <del>analyzes how</del> <u>evaluates</u> animal diseases and <del>identifies internal, and external, and</del> <u>protozoal</u> parasites <u>affect animal health</u> . The student is expected to:	Clarification
(A)	<del>identify factors that influence the health of animals;</del>	Put in KS
(B) (B)	identify <u>and describe</u> pathogens <u>and the diseases they cause.</u> <del>and describe the effects that diseases have on various body systems;</del>	Clarification; this topic fills gap analysis
(C)	<u>describe the effects that diseases have on various body systems.</u>	Moved from 11B; this topic fills gap analysis
(D) (C)	explain courses of treatment for common <del>viral and bacterial</del> diseases;	this topic fills gap analysis
(A) (D)	describe the process of immunity and disease transmission;	this topic fills gap analysis
(E)	identify <del>internal, external, and protozoal</del> parasites using common and scientific names;	this topic fills gap analysis
(F)	describe life cycles of common parasites;	this topic fills gap analysis
(G)	explain how parasites are transmitted and their effect on the host;	this topic fills gap analysis
(H)	<u>describe</u> <del>conduct</del> parasitic diagnostic procedures; and	this topic fills gap analysis
(I)	describe <del>types of</del> treatments <u>protocols</u> for <del>diseases and</del> parasites.	this topic fills gap analysis; CCRS: S.X.E.2.a
(10)	The student evaluates an animal's health during a clinical examination. The student is expected to:	
(A)	describe the characteristics and signs of a healthy <u>and unhealthy</u> animal;	Clarification
(B)	<del>recognize examples of abnormalities and relate them to their associated problems and illnesses;</del>	In another SE (10A)
(B) (C)	<u>identify ranges for healthy animal vital signs such as temperature, pulse, respiration, hydration, and capillary refill time;</u> <del>take temperature, pulse, and respiration for a variety of animals;</del>	VA; Expand
(C)	<u>demonstrate the proper procedures for obtaining vital signs and interpret vital sign measurements to determine the health of the animal;</u>	Expand
(D)	describe effects of age, stress, and environmental factors on vital signs of animals;	
(E)	explain procedures for physical examinations; <del>and</del>	
(F)	explain the <u>anatomical</u> regional approach to assess an animal's health-;	Clarification

(G)	apply mathematical skills <del>needed for accurate client assessment such as</del> <u>to calculate weight and linear body measurement, and to convert conversion between measurement systems; and</u>	Moved from 16B, 16E; expand; CCRS: M.I.C; M.VIII.A; M.IX.B.3
(H)	<u>apply mathematical skills to analyze tables, charts, and graphs to interpret patient and clinical data.</u>	Moved from 16G; expand; CCRS: M.V.C.1-2
(15) (11)	The student identifies imaging equipment and <u>understands demonstrates</u> how to safely operate and maintain equipment. The student is expected to:	clarification
(A)	<u>research and explain identify the parts and function of</u> imaging equipment such as an ultrasonograph, endoscope, electrocardiograph, and radiograph;	Increase rigor; CCRS: ELA.V; ELA.I.A.2
(B)	explain safety <del>procedures</del> , maintenance, and operation <u>procedures</u> of imaging equipment; <del>and</del>	Clarification; CCRS: ELA.IV.A.4
(C)	demonstrate patient restraint and positioning methods used for imaging purposes.; <u>and</u>	
(D)	<u>differentiate between the images from various imaging equipment.</u>	Increase rigor; fills gap analysis
(9) (12)	The student determines <del>nutritional requirements for ruminant and non-ruminant animals and communicates</del> the importance of animal nutrition in maintaining a healthy animal. The student is expected to:	Clarification; fills gap analysis
(A)	<del>identify the anatomy of the digestive system of ruminant and non-ruminant animals;</del>	In another SE (8A)
(B)	<del>describe the process of digestion in ruminant and non-ruminant animals;</del>	In another SE (8A)
(A) (C)	identify <del>types and</del> sources of nutrients and classes of feeds;	fills gap analysis; CCRS: S.VI.B.1.c
(B) (D)	identify feed additives and describe how additives affect the food supply;	fills gap analysis; CCRS: S.VI.B.1.c
(C) (E)	<u>analyze evaluate animal</u> dietary needs and <del>feeding factors</del> <u>feed-quality issues and their effect on feeding practices; and</u>	Clarification; fills gap analysis; Moved from 9G
(F)	<del>calculate energy requirements and formulate rations;</del>	In another SE (9C for energy requirements) Removed rations because it is covered extensively in prerequisite courses/not an essential veterinary skill
(G)	<del>discuss feeding practices and feed-quality issues; and</del>	Clarification; fills gap analysis; Moved to 9C
(D) (H)	<u>research and compare analyze</u> the <u>quality nutritional value</u> of <del>commercially prepared</del> feeds <u>such as prescription, commercial, homemade, fad diets, and raw diets.</u>	Expand; fills gap analysis; CCRS: M.VII.A.1; ELA.I.A.2; ELA.V

(12) (13)	The student examines various aspects of <u>laboratory procedures</u> <del>clinical hematology</del> . The student is expected to:	Clarification; fills gap analysis; CCRS: ELA.IV.A.4; S.III.A.2.a
(A)	<u>explain the procedures used in collecting, handling, and preparing fecal, blood, and urine specimens;</u> <del>describe laboratory tests and explain the importance of proper laboratory tests and procedures;</del>	Expand, fills gap analysis, clarification;
(B)	<u>explain demonstrate</u> the procedures used in <del>collecting, handling, preparing, and</del> examining fecal, blood, and urine specimens; <u>and</u>	Expand, fills gap analysis, clarification  Comment pertaining to combining A and B: These are very distinct, separate, and intricate procedures that are too much to be combined into one SE.
(C)	<u>analyze and compare discuss</u> normal and abnormal results obtained in <u>laboratory procedures</u> <del>complete blood counts;</del>	Expand, fills gap analysis, clarification
(D)	<del>explain sensitivity testing and how to read testing results; and</del>	Not needed for this course
(E)	<del>prepare microscope slides, preserve specimens, and perform several of the most common laboratory tests such as fecal flotations, microfilaria smear, and packed cell volume.</del>	Addressed in other SE (12A, 12B)
(13) (14)	The student <u>analyzes technical identifies veterinary hospital</u> procedures; <u>and skills; and objectives</u> <del>that are included in the job description of an animal care assistant</del> . The student is expected to:	Fills gap analysis; clarification
(A)	explain the care, maintenance, and use of equipment and instruments found in veterinary practices;	<u>Equipment and instruments are distinctly different</u>
(B)	<u>interpret and prepare a veterinary medical record, adhering to client and patient confidentiality;</u> <del>explain appropriate hospital procedures</del>	Fills gap analysis; expand; increase rigor; include competencies from industry and career development event standards
(E) (C)	<u>describe discuss</u> emergency protocols and <u>describe</u> first aid procedures, including cardiopulmonary resuscitation, control of bleeding, and treatment for shock, <del>for small and large animals;</del>	Fills gap analysis; clarification; CCRS: ELA.IV.A.4
(C) (D)	<u>explain and demonstrate routine</u> animal care skills such as administering medications, nail trimming, bathing, <u>dipping</u> , grooming, ear cleaning, expressing anal sacs, dental <u>prophylaxis care, enema administration, placing a tail tie, and ownership</u> identification <u>methods of animals;</u>	Fills gap analysis; expand; increase rigor; include competencies from industry and career development event standards; CCRS: S.III.A.2.a
(D) (E)	<u>explain and demonstrate</u> therapeutic care such as patient observation, maintaining and administering fluids, applying <u>and removing</u> bandages, caring for open wounds, <del>and managing</del> hydrotherapy, <del>and</del> physical therapy, <u>and suture removal;</u> and	Fills gap analysis; expand; increase rigor; include competencies from industry and career development event standards; CCRS: S.III.A.2.a
(F)	<del>describe skills involved in the reproductive and genetic evaluation of animals.</del>	Not needed in this course

(F)	research and compare <del>describe</del> <u>describe</u> veterinary care of <u>specialty patients, including newborn, orphan, geriatric, and recumbent, and animals with disabilities patients;</u>	Moved from 14E; increase rigor, include competencies from industry and career development event standards; CCRS: ELA.I.A.2; ELA.V
(14) (15)	The student identifies and discusses surgical-assisting procedures, <u>and</u> skills, <del>and objectives that are included in the job description of an animal care assistant.</del> The student is expected to:	Clarification
(A)	explain the protocol for pre-surgical and post-surgical care of a patient;	Fills gap analysis; CCRS: ELA.IV.A.4
(B)	<u>identify tools and equipment used in veterinary surgical procedures.</u>	Expand, include competencies from industry and career development event standards; fills gap analysis; CCRS: S.I.C.3.a
(C) (B)	describe methods used in the <u>preparation sterilization, and preparation sterilization, and opening</u> of <del>small and large animal</del> surgery packs;	Clarification, expand, include competencies from industry and career development event standards; CCRS: S.I.C.3.a
(C)	<del>review skills involved in patient and surgical room preparation;</del>	In another SE (14A)
(D) (D)	describe surgical procedures such as <u>spaying, castration, dehorning, and docking, dental prophylaxis, and tooth extraction;</u>	Expand; increase rigor; include competencies from industry and career development event standards; fills gap analysis
(E)	<del>describe care of newborn, orphan, and recumbent patients; and</del>	Moved to 13F
(F)	<del>identify and monitor equipment used in surgical procedures.</del>	In another SE (14B)
(16)	The student identifies <u>veterinary</u> pharmacology <del>assisting</del> procedures, <u>and</u> skills, <del>and objectives that are included in the job description of an animal care assistant.</del> The student is expected to:	Clarification
(A)	identify <u>veterinary</u> medications according to their classification, <u>schedule,</u> form, routes of <u>administration,</u> and methods of administration;	Clarification; fills gap analysis
(B)	explain handling, <u>storage, and</u> distribution, protocols, and laws for <u>veterinary medications, including controlled substances;</u> <del>controlled substances, including the U.S. Drug Enforcement Agency</del>	Clarification; fills gap analysis; CCRS: ELA.IV.A.4
(C)	calculate dosage using factors such as concentration of drug, weight of animal, and <del>required</del> <u>prescribed</u> dosage;	Clarification; CCRS: M.I.C
(D)	<u>prepare complete</u> a prescription label with identifiers that are required by the <u>United States U.S.</u> Food and Drug Administration;	Clarification; CCRS: CDS.I.C.3.c
(E)	<u>identify and explain select the</u> equipment and instruments used to <u>safely administer give</u> medications;	Increase rigor

(F)	<u>research and present emerging trends in pharmacology, such as internet pharmacies, herbal supplements, organic labeling, and extra-label and off-label use of medications.</u>	Increase rigor, VA, Expand; CCRS: ELA.V; ELA.I.A.2; M.IV.B.1
(3)	<u>The student understands safety and health practices associated with working in veterinary medicine. The student is expected to:</u>	Missing information; Increase rigor of course
(A)	<u>explain the importance of safe practices when working with animals, such as handling, restraint, and proper use of tools and equipment;</u>	CCRS: S.I.C.2.b; ELA.IV.A.4
(B)	<u>identify and discuss transmission and prevention of zoonotic diseases;</u>	CCRS: ELA.III.A.1-2
(C)	<u>describe sanitation methods to prevent the spread of pathogens and maintain asepsis in sterile environments;</u>	CCRS: M.I.C; ELA.IV.A.4
(D)	<u>locate, interpret, and implement Safety Data Sheets (SDS) for handling chemicals;</u>	CCRS: ELA.IV.A.4; S.I.C.2.a-b
(E)	<u>demonstrate and explain safe usage of clinical tools and equipment; and</u>	CCRS: ELA.IV.A.4; S.I.C.3.a
(F)	<u>perform proper disposal of sharps and biohazards.</u>	CCRS: ELA.IV.A.4

**§127.XX §130.10. Advanced Animal Science (One Credit), Adopted 2024 ~~Adopted 2015~~.**

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production. Recommended prerequisite: Veterinary Medical Applications. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.	
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
(3)	Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of <u>animal livestock production, including canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs</u> . Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.	
(4)	<u>Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.</u>	



(5)	<u>Scientific hypotheses and theories. Students are expected to know that:</u>	
(A)	<u>hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and</u>	
(B)	<u>scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.</u>	
(6)	<u>Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.</u>	
(A)	<u>Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.</u>	
(B)	<u>Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.</u>	
(7)	<u>Science and social ethics. Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).</u>	
(8)	<u>Science consists of recurring themes and making connections between overarching concepts. Recurring themes include systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and provide tools for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.</u>	

(4)	<del>Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.</del>	
(5)	<del>Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation are experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked.</del>	
(6)	<del>Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).</del>	
(7)	<del>A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.</del>	
(8)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(9)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	identify career <del>development</del> , and entrepreneurship opportunities <u>for a chosen occupation</u> in the field of animal <del>science systems</del> <u>and develop a plan for obtaining the education, training, and certifications required</u> ;	Consistency; Increase rigor
(B)	<u>model professionalism by continuously exhibiting appropriate work habits, solving problems, taking initiative, communicating effectively, listening actively, and thinking critically</u> <del>apply</del> <u>competencies related to resources, information, interpersonal skills, and systems of operation in animal systems</u> ;	Increase rigor; Consistency; CCRS: ELA.IV.A.4
(C)	<u>model appropriate</u> <del>demonstrate knowledge of</del> personal and occupational safety and health practices <u>and explain the importance of established safety and health protocols for</u> <del>in</del> the workplace;	Increase rigor; Consistency; CCRS: ELA.IV.A.4; S.I.C.2.b

(D)	<u>analyze and interpret the rights and responsibilities, including <i>ethical conduct and legal responsibilities</i> of employers and employees; <del>identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities;</del></u>	Increase rigor; CCRS: ELA.IV.A.4; Moved to 1B
(E)	<u>analyze the importance <del>demonstrate characteristics</del> of exhibiting good citizenship <del>such as stewardship, advocacy, and community leadership;</del> and describe the effects of good citizenship on the development of home, school, workplace, and community.</u>	Increase rigor; Consistency; CCRS: ELA.IV.A.4
(F)	<del>research career topics using technology such as the Internet.</del>	Consistency; irrelevant
(2)	<u>Scientific and engineering practices. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:</u>	
(A)	<u>ask questions and define problems based on observations or information from text, phenomena, models, or investigations;</u>	
(B)	<u>apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;</u>	
(C)	<u>use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;</u>	
(D)	<u>use appropriate tools such as <i>dissection equipment, standard laboratory glassware, microscopes, various prepared slides, measuring devices, micropipettors, hand lenses, thermometers, hot plates, laboratory notebook, timing devices, cameras, Petri dishes, laboratory incubators; models, diagrams, and samples of biological specimens, syringes, needles, scalpels, microscopes slides, cover slips, artificial insemination equipment, and drench gun;</i></u>	
(E)	<u>collect quantitative data using the International System of Units (SI) and qualitative data as evidence;</u>	
(F)	<u>organize quantitative and qualitative data using <i>calculators, computers, software, laboratory notebook, recordkeeping system, and reliable sources;</i></u>	
(G)	<u>develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and</u>	
(H)	<u>distinguish among scientific hypotheses, theories, and laws.</u>	

(3)	<u>Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:</u>	
(A)	<u>identify advantages and limitations of models such as their size, scale, properties, and materials;</u>	
(B)	<u>analyze data by identifying significant statistical features, patterns, sources of error, and limitations;</u>	
(C)	<u>use mathematical calculations to assess quantitative relationships in data; and</u>	
(D)	<u>evaluate experimental and engineering designs.</u>	
(4)	<u>Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:</u>	
(A)	<u>develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;</u>	
(B)	<u>communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and</u>	
(C)	<u>engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.</u>	
(5)	<u>Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. The student is expected to:</u>	
(A)	<u>analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;</u>	
(B)	<u>relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists as related to the content; and</u>	
(C)	<u>research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field in order to investigate STEM careers.</u>	
<del>(2)</del>	<del>The student, for at least 40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:</del>	
<del>(A)</del>	<del>demonstrate safe practices during laboratory and field investigations; and</del>	

(B)	demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials.	
(3)	The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	
(A)	know the definition of science and understand that it has limitations, as specified in subsection (b)(4) of this section;	
(B)	know that hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories;	
(C)	know that scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly reliable explanations, but they may be subject to change as new areas of science are created and new technologies emerge;	
(D)	distinguish between scientific hypotheses and scientific theories;	
(E)	plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology;	
(F)	collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures;	
(G)	analyze, evaluate, make inferences, and predict trends from data; and	
(H)	communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports.	
(4)	The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	
(A)	in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;	

<del>(B)</del>	<del>communicate and apply scientific information extracted from various sources such as accredited scientific journals, institutions of higher learning, current events, news reports, and marketing materials;</del>	
<del>(C)</del>	<del>draw inferences based on data related to promotional materials for products and services;</del>	
<del>(D)</del>	<del>evaluate the impact of scientific research on society and the environment;</del>	
<del>(E)</del>	<del>evaluate models according to their limitations in representing biological objects or events; and</del>	
<del>(F)</del>	<del>research and describe the history of biology and contributions of scientists.</del>	
(5)	The student develops a supervised agricultural <del>e</del> experience program. The student is expected to:	Consistency
(A)	plan, propose, conduct, document, and evaluate a supervised agricultural <del>e</del> experience program as an experiential learning activity;	Consistency; CCRS: ELA.V
(B)	<u>use appropriate</u> <del>apply proper</del> record-keeping skills <del>in a as they relate to the</del> supervised agricultural <del>e</del> experience <u>program</u> ;	Consistency; CCRS: M.IV.B.1
(C)	participate in youth <u>agricultural</u> leadership opportunities; <del>to create a well-rounded experience program; and</del>	consistency
(D)	<u>review</u> <del>produce</del> and participate in a local program of activities <del>using a strategic planning process;</del> <u>and</u>	consistency
<u>(E)</u>	<u>create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.</u>	consistency
(6)	<u>The student analyzes the history, domestication, and evaluation of animals, including canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs. The student is expected to:</u> <del>The student demonstrates principles related to the human, scientific, and technological dimensions of animal agriculture and the resources necessary for producing domesticated animals. The student is expected to:</del>	Clarification; VA
<del>(A)</del>	<del>evaluate market classes and grades of livestock;</del>	Moved to 14
<u>(A)</u>	<u>research and describe the history, including evolution, domestication, and introduction of species to countries of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;</u>	VA; Expand; increase rigor; CCRS: CDS.II.B.7.a; ELA.I.A.2; ELA.V
<u>(B)</u>	<u>analyze and describe how changes in the global food market impact the livestock industry;</u>	VA; Expand; increase rigor; CCRS: SS.I.A.3.b; M.IX.B

(C)	<u>evaluate breeds of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs based on purpose and conformation; and</u>	VA; Expand; increase rigor; CCRS: S.VI.E.1.b
(B)	<i>identify animal products such as organic and farm-raised and consumption patterns relative to human diet and health issues; and</i>	Moved to 15
(E)	<del>describe the growth and development of livestock as a global commodity.</del>	Increase rigor; CCRS: SS.I.A.2.c  Combined this SE with B because they are redundant
(11) (7)	The student applies the principles of reproduction and breeding to <u>animal livestock</u> improvement. The student is expected to:	CCRS: S.VI.F.2.e
(A)	describe <u>and compare</u> reproductive <u>anatomy of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;</u> <del>cycles and relate them to breeding systems;</del>	Expand; increase rigor; CCRS: S.VI.F.2.e  Students should complete this SE for all animals listed in the introduction
(B)	<u>analyze and compare reproductive cycles and phases of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;</u>	Moved from 7A, Moved from 7D; Increase rigor  Students should complete this SE for all animals listed in the introduction
(C)	<u>correlate the reproductive cycles and phases to animal behavior;</u>	Expand, Increase rigor; CCRS: S.VI.G.3.a  Separated to emphasize and clarify
(D)	<u>research breeding systems, including grading up, crossbreeding, linebreeding, and inbreeding, and explain the advantages and disadvantages of each; and</u>	Moved from 7A; increase rigor; expand; CCRS: ELA.I.A.2; ELA.V
(E) (B)	<u>research explain breeding methods, including the embryo transfer process, artificial insemination, and natural mating, and explain the advantages and disadvantages of each.</u>	Increase rigor; expand; CCRS: ELA.I.A.2; ELA.V
(E)	<i>recognize the significance of meiosis to sexual reproduction; and</i>	Moved to 12
(D)	<del>evaluate animal behavior and its relationship to livestock management.</del>	Moved to 7B
(10) (8)	The student <u>applies understands</u> the principles of molecular genetics and heredity. The student is expected to:	We reviewed the Biology standards and have concluded that the necessary components are included in this KS and the subsequent SEs.
(A)	explain Mendel's laws of inheritance <u>and by</u> predicting genotypes and phenotypes of offspring using <del>the</del> Punnett square;	Clarification; CCRS: M.III.C.2; M.IV.B.1; M.V.C.2-3; S.VI.D.1.e

(B)	use Punnett Square and assign alleles to justify <del>all</del> <u>genotype and phenotype</u> predictions; <del>predict genotypes and phenotypes of animal offspring using Mendelian or non-Mendelian patterns of inheritance in various forms of livestock and</del>	Clarification; CCRS: M.III.C.2; M.IV.B.1; M.V.C.2-3; S.VI.D.1.d
(C)	identify the parts of the nucleotide and <u>differentiate the difference</u> between the nucleotides found in deoxyribonucleic acid (DNA) <del>and</del> <u>versus</u> ribonucleic acid (RNA); <u>and</u>	Clarification; CCRS: S.VI.D.3.b
(D)	explain the functions of DNA and RNA; <del>and</del>	CCRS: S.VI.D.3.e
<del>(E)</del>	<del>describe how heredity is used in the selection of livestock such as knowing the difference between outbreeding and inbreeding/linebreeding; and</del>	Found in another SE (11D)
<del>(F)</del>	<del>explain how traits are passed from parent to offspring through genetic transfer and the implications of breeding practices.</del>	Found in another SE (10A and 11E)
<del>(8)</del> (9)	The student examines and compares <del>animal</del> anatomy and physiology in <u>animals livestock species</u> . The student is expected to:	
(A)	<del>identify and</del> compare the external anatomy of <u>canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs livestock species</u> ;	Clarification  Students should complete this SE for all animals listed in the introduction
(B)	<u>identify the anatomical structures and physiological functions of</u> <del>compare</del> the <del>anatomy and physiology of the</del> skeletal, muscular, <del>reproductive, digestive,</del> circulatory, genito-urinary, respiratory, nervous, immune, and endocrine systems of <u>canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs animals</u> ; <u>and</u>	Clarification, expand; increase rigor; reproductive and digestive are covered in other SEs; CCRS: S.VI.F.2.adc
(C)	describe <u>the interrelationship among animal body systems</u> . <del>interactions among various body systems such as circulatory, respiratory, and muscular systems; and</del>	Clarification; increase rigor; CCRS: S.VI.B.1.a
<del>(D)</del>	<del>identify and describe the functions of epithelial, nervous, connective, and muscular tissue and relate the functions to animal body systems.</del>	Found in another SE
<del>(9)</del> (10)	The student <u>understands the anatomical structures and physiological functions of the digestive system to</u> determine nutritional requirements of ruminant and non-ruminant animals. The student is expected to:	Increase rigor; VA
(A)	describe the structures and functions of the digestive systems <u>of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs of ruminant animals, including cattle, and non-ruminant animals, including poultry</u> ;	Clarification; CCRS: S.VI.F.2.b
(B)	identify and describe sources of nutrients and classes of feeds <u>for canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs</u> <del>and relate them to ruminant and non-ruminant animals</del> ;	Clarification; CCRS: S.VI.B.1.c



(C)	identify and describe <del>the vitamins, minerals, and</del> feed additives <u>and supplements used to meet and how they relate to</u> the nutritional requirements of <u>canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs</u> <del>ruminant and non-ruminant animals</del> ;	Clarification; CCRS: S.VI.B.1.c
(D)	formulate rations based on different nutritional requirements <u>including age, gestation, lactation, sex, and purpose, for canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs</u> ;	Increase rigor; expand; CCRS: S.VI.B.1.c; M.III.C.2; M.IV.B.1; M.V.C.2-3
(E)	analyze feeding practices in relation to nutritional requirements <u>including age, gestation, lactation, sex, and purpose for canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs of animals</u> ; <del>and</del>	Increase rigor; expand; CCRS: S.VI.A.1.c
(F)	analyze feed quality issues and determine their effect on <del>the animal</del> health <u>of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs</u> ;	
(G)	<u>research and compare the nutritional value of feeds</u> ;	Increase rigor; expand; VA; CCRS: M.VII.A.1; ELA.I.A.2; ELA.V
(H)	<u>identify forage plants used for livestock grazing and analyze the protein levels of each</u> ; <del>and</del>	Increase rigor; expand; VA; CCRS: S.VI.A.1.c; M.VII.A.1
(I)	<u>research grazing practices, such as rotational grazing and deferred grazing, and explain the advantages and disadvantages of each.</u>	Increase rigor; expand; VA; CCRS: ELA.I.A.2; ELA.V; S.X.E.4.b
(12) (H)	The student <u>analyzes</u> <del>evaluates how animal</del> diseases and parasites <u>affect animal health</u> . The student is expected to:	Clarification; VA
(A)	<u>examine</u> <del>identify how</del> factors <del>that influence the health of animals</del> such as geographic location, age, genetic composition, and inherited diseases <u>influence the health of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs</u> <del>animals for a particular species</del> ;	Increase rigor; <b>Reword to clarify</b>
(C) (B)	identify <del>pathogens</del> and describe <u>pathogens and the effects that</u> diseases <del>have on various body systems</del> <u>they cause in canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs</u> ;	VA; expand; clarification; moved to 11C; fills gap analysis
(D)	<u>describe the effects that</u> diseases <u>have on various body systems</u> of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;	Moved from 11B; fills gap analysis
(E) (C)	<u>research and</u> explain the methods of prevention, control, and treatment for diseases <u>of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs</u> ;	Increase rigor; CCRS: ELA.III.A.1-2; ELA.III.A.5; ELA.I.A.2; ELA.V
(B) (D)	describe the process of immunity and disease transmission <u>of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs</u> ;	
(F)	<u>identify parasites of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs using common and scientific names</u> ;	Increase rigor; VA; expand

(H) (E)	explain how <del>external and internal</del> parasites are transmitted and the effect they have on <u>canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs</u> <del>the host</del> ;	
(J) (F)	explain the methods of prevention, control, and treatment of <del>internal and external</del> parasites <u>of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs</u> ;	CCRS: S.X.E.2.a
(G)	describe the life cycles of various parasites and relate them to animal health issues; and	
(I) (H)	conduct <u>or simulate</u> parasite diagnostic tests.	Clarification
(7) (12)	The student defines how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:	
(A)	compare cells <del>from different parts of animals, including epithelia, muscles, and bones</del> , to show specialization of structure and function;	Clarification; CCRS: S.VI.A.1.a-c
(B)	<del>describe and</del> explain cell <u>division, including mitosis and meiosis; differentiation in the development of organisms</u> ; and	CCRS: S.VI.A.4.a; brought from 7C; Moved to 12C
(C)	<u>explain cell differentiation in the development of tissues and organs</u> ; and	Moved from 12B; increase rigor; CCRS: S.VI.A.3.a
(D) (E)	<u>identify and explain sequence</u> the <u>biological</u> levels of organization in animals <del>and relate the parts to each other and to the whole.</del>	Clarification
(15) (13)	The student demonstrates an understanding of policies and <u>current</u> issues in animal science. The student is expected to:	Clarification
(A)	<u>analyze and</u> discuss the <del>effects use</del> of biotechnology <u>in the animal science industry such as cloning, artificial insemination, and freezing of semen and embryos on the production of livestock</u> ;	Clarification; increase rigor; VA; expand; CCRS: ELA.III.A.1-2; ELA.III.A.5
(B)	<del>analyze the issues surrounding animal welfare and the humane treatment of livestock</del> ;	In another SE
(C)	<del>apply principles of nutrition to maximize feed efficiency for livestock</del> ;	In another SE
(C) (D)	<u>identify and research a current issue in scientific animal agriculture and design a protocol to address the issue. design, conduct, and complete research to solve a self-identified problem in scientific animal agriculture</u> ; and	Increase rigor; clarification; expand; CCRS: ELA.I.A.2; ELA.V; CDS.II.D.1.b
(B) (E)	<del>analyze the issues surrounding the impact of livestock production on the environment.</del> <u>Identify governmental regulations and policies, such as environmental and animal welfare, and research the impacts on animal production</u> ; and	Increase rigor; VA; expand; CCRS: ELA.I.A.2; ELA.V; CDS.II.D.1.b; Clarification
(13) (14)	The student discusses <u>livestock market readiness and livestock</u> harvesting <u>methods operations</u> . The student is expected to:	Clarification

(A)	<u>explain</u> <del>map</del> the stages of animal growth and development and how they relate to market readiness;	Clarification; CCRS: S.X.E.3.a
(B)	evaluate market class and grades of livestock;	Moved from 6A
(C) (B)	<u>compare</u> <del>describe the</del> harvesting <u>methods for various species</u> <del>process</del> ;	Clarification; increase rigor
(D) (E)	<u>research and</u> describe federal and state meat inspection standards such as safety, hygiene, and quality control standards; <del>and</del>	Increase rigor; CCRS: ELA.I.A.2; ELA.IV.A.4; ELA.V
(E) (D)	identify <u>wholesale and</u> retail <del>and wholesale</del> cuts of meat <del>and meat by products</del> and correlate to major muscle groups-; <u>and</u>	Clarification; moved to 14E
(F)	<u>research animal by-products and explain their impact on society.</u>	Expand; moved from 14D; increase rigor; CCRS: ELA.I.A.2; ELA.V
(14) (15)	The student explores methods of marketing <u>animals and animal products</u> <del>livestock</del> . The student is expected to:	Clarification
(A)	compare various methods of <del>marketing livestock</del> <u>animal marketing such as auction, contract sales, private treaty, internet sales, value-based, and exhibition of various animals</u> ; <del>and</del>	Expand; increase rigor; clarification; CCRS: S.X.E.3.a; M.IX.B.1; M.IX.B.3
(B)	describe methods of marketing <del>meat and meat</del> <u>animal products such as farmers market, direct sales, wholesale, and retail</u> ;	Expand; increase rigor; clarification; CCRS: M.IX.B.1; M.IX.B.3
(C)	<u>research and evaluate the effectiveness of various strategies and campaigns, such as Beef: It's What's For Dinner, Certified Angus Beef, Pork: The Other White Meat, Got Milk?, Beef Check Off, Man's Best Friend, Cat Cafes, Goat Yoga, and Farm to Plate, to market animal products based on consumption patterns and consumer preferences; and</u>	Expand; increase rigor; CCRS: ELA.I.A.2; ELA.V; reworded to clarify
(D)	<u>research and evaluate the effectiveness of various labeling options to market animal products, such as organic, farm-raised, hormone-free, cage-free, grass-fed, antibiotic-free, and non-GMO labels, based on consumption patterns and consumer preferences.</u>	Moved from 6C; CCRS: ELA.I.A.2; ELA.V; S.X.E.3.a; reworded to clarify

## Career and Technical Education TEKS Review Draft Recommendations

Texas Essential Knowledge and Skills (TEKS) for Career and Technical Education Draft Recommendations

Plant Science Work Group

Courses: Greenhouse Operation and Production, Floral Design, Horticultural Science, Advanced Floral Design, Advanced Plant and Soil Science, and Viticulture

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The document reflects the draft recommendations to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education’s TEKS review work groups for: **Greenhouse Operation and Production, Floral Design, Horticultural Science, Advanced Floral Design, Advanced Plant and Soil Science, and Viticulture.**

Proposed additions are shown in green font with underline (additions). Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple italicized font with underlines (*new text location*). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. The following notations may be used as part of the explanations.

<b>Abbreviation</b>	<b>Description</b>
CCRS	refers to the College and Career Readiness Standards
CDS	refers to cross disciplinary standards in the CCRS
ELA	refers to English language arts standards in the CCRS
SCI	refers to science standards in the CCRS
SS	refers to social studies standards in the CCRS
Gap Analysis	refers to gap analysis report on essential knowledge and skills aligned to in-demand high-wage occupations
KS	refers to knowledge and skills statement
SE	refers to student expectation
VA	information moved or deleted to increase vertical alignment between courses

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§~~127.XXX~~**130.24** Greenhouse Operation and Production (One Credit), Adopted ~~2015~~**2024**.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 10-12. <u>Recommended prerequisite: Principles of Agriculture, Food, and Natural Resources.</u> Students shall be awarded one credit for successful completion of this course.	Recommendation: To develop a new course in the future - Controlled Environment Agriculture that addresses vertical farming, aquaponics, mushroom cultivation, lab grown protein, hydroponics, space agriculture, and other emerging technologies.
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
(3)	Greenhouse Operation and Production is designed to develop an understanding of greenhouse production techniques and practices. To prepare for careers in horticultural <u>and controlled environment agricultural</u> systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	identify career development, <u>education</u> , and entrepreneurship opportunities in the field of greenhouse operations and production;	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(B)	<u>identify and demonstrate</u> <del>apply competencies related to resources, information,</del> interpersonal <del>skills</del> , problem solving, and critical thinking <u>skills used</u> in greenhouse operations and production;	<ul style="list-style-type: none"> <li>• Consistency</li> <li>• CCRS: ELA.IV.A.4</li> </ul>

(C)	<u>describe and demonstrate appropriate personal and occupational safety and health practices for the workplace</u> <del>examine licensing, certification, and legal requirements to maintain compliance with industry requirements;</del>	<ul style="list-style-type: none"> <li>Consistency</li> <li>CCRS: ELA.IV.A.4; SCI.2.b</li> <li>Moved from 1.D</li> </ul>
(D)	<u>identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities;</u> <del>demonstrate knowledge of personal and occupational health and safety practices in the industry;</del>	<ul style="list-style-type: none"> <li>CCRS: ELA.IV.A.4</li> <li>Moved from 1.E</li> <li>Moved to 1.C</li> </ul>
(E)	<u>describe and demonstrate characteristics of good citizenship such as stewardship, advocacy, and community leadership</u> <del>identify employers' expectations and appropriate work habits;</del> and	<ul style="list-style-type: none"> <li>Consistency</li> <li>CCRS: ELA.IV.A.4</li> <li>Moved from 1.F</li> <li>Moved to 1.D</li> </ul>
(F)	<u>identify training, education, and certification requirements for occupational choices</u> <del>demonstrate characteristics of good citizenship such as advocaey, stewardship, and community leadership.</del>	<ul style="list-style-type: none"> <li>Consistency</li> </ul>
(2)	The student develops a supervised agriculture <sup>real</sup> experience program. The student is expected to:	<ul style="list-style-type: none"> <li>Consistency</li> </ul>
(A)	plan, propose, conduct, document, and evaluate a supervised agriculture <sup>real</sup> experience program as an experiential learning activity;	<ul style="list-style-type: none"> <li>Consistency</li> <li>CCRS: ELA.V</li> </ul>
(B)	<u>use appropriate</u> <del>apply proper</del> record-keeping skills <u>in a</u> <del>as they relate to the</del> supervised agriculture <sup>le</sup> experience <u>program</u> ;	<ul style="list-style-type: none"> <li>Consistency</li> <li>CCRS: MATH.IV.B.1</li> </ul>
(C)	participate in youth <u>agricultural</u> leadership opportunities <del>to create a well-rounded experience program;</del> and	<ul style="list-style-type: none"> <li>Consistency</li> </ul>
(D)	<u>review</u> <del>produce</del> and participate in a local program of activities; <u>and using a strategic planning process.</u>	<ul style="list-style-type: none"> <li>Consistency</li> </ul>
(E)	<u>create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.</u>	<ul style="list-style-type: none"> <li>Consistency</li> </ul>
(7)-(3)	The student identifies and classifies plants used in greenhouse production. The student is expected to:	
(A)	classify <del>greenhouse</del> plants <u>commonly used in greenhouses based on</u> <del>according to</del> taxonomic <u>y</u> systems;	<ul style="list-style-type: none"> <li>SE clarification to make it clearer</li> </ul>
(B)	<u>identify and compare</u> <del>develop knowledge of</del> plant anatomical structures and functions for plant identification; and	<ul style="list-style-type: none"> <li>SE clarification of the verb to address it to make it more measurable.</li> </ul>
(C)	<u>analyze</u> <del>develop</del> plant classifications based on cropping schedules and market demand for greenhouse crops.	<ul style="list-style-type: none"> <li>SE clarification of the verb to address the Standard better.</li> </ul>

(3)	<u>The student understands the history and progression of the greenhouse industry. The student is expected to:</u>	
(A)	<u>trace the relevant historical advancements in the greenhouse industry such as developments in construction materials and use of technology and the impact of these advancements on current industry practices;</u>	<ul style="list-style-type: none"> <li>• SS I. A3</li> <li>• SCI IV. A1</li> </ul>
(B)	<u>research and identify emerging technology in the greenhouse industry; and</u>	<ul style="list-style-type: none"> <li>• ELA V. A1, A2</li> <li>• SCI III. D1</li> <li>• SCI IV. A1</li> <li>• CDS II. E1, E2, E3, E4</li> </ul>
(C)	<u>identify current trends affecting the greenhouse industry.</u>	
(4)	The student identifies and investigates different greenhouse structures, <u>interior layout</u> , and construction factors. The student is expected to:	
(A)	<u>compare and</u> select greenhouse coverings;	
(B)	compare greenhouse styles and construction materials;	
(C)	analyze the costs associated with greenhouse construction;	<ul style="list-style-type: none"> <li>• MATH I. B1</li> <li>• MATH IV. C1, C3</li> <li>• MATH VI. B2, C3</li> <li>• MATH VIII C1, C2</li> <li>• MATH X. A2</li> </ul>
(D)	evaluate greenhouse site orientation and construction concerns <u>such as access to electricity, roads, drainage, water, and plumbing;</u>	<ul style="list-style-type: none"> <li>• MATH VIII C1, C2</li> <li>• MATH X. A2</li> </ul>
(E)	<u>identify additional</u> <del>integrate other</del> growing structures such as cold frames; <u>and</u> hotbeds; <del>lath houses; and potting sheds; and</del>	<ul style="list-style-type: none"> <li>• SCI X. E3</li> <li>• clarification to address the standard</li> </ul>
(F)	<u>identify and design a layout of essential areas of the greenhouse such as receiving, storage, seedling propagation, crop production, harvest, sanitation, packaging, labelling and distribution areas;</u>	
(G)	<u>describe the adaptation of greenhouse concepts to plant production in controlled environments such as indoor vertical farms and freight containers;</u>	<ul style="list-style-type: none"> <li>• SCI X. E3</li> </ul>
(H)	<u>differentiate between passive and controlled greenhouses; and</u>	
(I) <del>(F)</del>	<u>analyze</u> <del>investigate local, state, and national</del> regulations affecting greenhouse operations <u>such as Texas Department of Agriculture, United States Department of Agriculture, and local regulations.</u>	<ul style="list-style-type: none"> <li>• SS I. A2</li> <li>• SCI X. D1, D2</li> <li>• SE clarification on guidance on the sources of regulations</li> </ul>

(5)	The student identifies and assesses environmental conditions within the greenhouse. The student is expected to:	
(A)	<u>describe various</u> <del>investigate</del> environmental factors controlled in the greenhouse;	<ul style="list-style-type: none"> <li>• SCI VI. B3</li> </ul>
(B)	determine and calculate factors used in heating and cooling a greenhouse;	<ul style="list-style-type: none"> <li>• MATH I. B1</li> <li>• MATH VI. B2, C3</li> <li>• MATH VIII C1, C2</li> <li>• MATH X. A2</li> <li>• SCI V. B2</li> </ul>
(C)	<u>describe</u> <del>investigate</del> the effects of greenhouse climate conditions such as ventilation, carbon dioxide generation, and humidity on plant growth in the greenhouse;	<ul style="list-style-type: none"> <li>• SCI V. B2</li> <li>• SCI VII. H1</li> <li>• SCI X. E4</li> </ul>
(D)	explore the importance of light <u>characteristics</u> <del>quality, quantity, and duration</del> on the production of greenhouse crops; and	<ul style="list-style-type: none"> <li>• SCI VI. B3</li> </ul>
(E)	compare open and closed environmental systems in the greenhouse such as <u>irrigation, lighting, climate control, carbon dioxide injection and fertilization</u> <del>misting beds or hydroponies</del> .	<ul style="list-style-type: none"> <li>• SCI V. B2</li> <li>• SCI VI. B3</li> <li>• SCI VII. H1</li> <li>• SCI X. E4</li> <li>• SCI VIII. I4, I8</li> </ul>
(6)	The student identifies, operates, and maintains greenhouse environmental and mechanical controls. The student is expected to:	
(A)	explain how to operate and maintain heating, cooling, and ventilation systems in a greenhouse;	<ul style="list-style-type: none"> <li>• SCI V. B2</li> <li>• SCI VII. H1</li> <li>• SCI X. B1</li> </ul>
(B)	explain how to operate and maintain electrical systems in a greenhouse; <del>and</del>	<ul style="list-style-type: none"> <li>• SCI VIII. I4, I8</li> <li>• SCI X. B1</li> </ul>
(C)	explain how to operate and maintain various water systems in a greenhouse; <del>;</del>	<ul style="list-style-type: none"> <li>• SCI X. E4</li> </ul>
(D)	<u>explain how to operate lighting systems in a greenhouse; and</u>	<ul style="list-style-type: none"> <li>• SCI VIII. I4, I8</li> </ul>
(E)	<u>illustrate and describe the integration of automated control systems such as lighting, cooling, irrigation, fertigation, and carbon dioxide injection.</u>	<ul style="list-style-type: none"> <li>• SCI VI. B3</li> <li>• SCI VIII. I4, I8</li> </ul>



<del>(9)</del> <sup>(7)</sup>	The student propagates greenhouse crops. The student is expected to:	<ul style="list-style-type: none"> <li>• SCI X. E3</li> </ul>
(A)	analyze different methods of propagating greenhouse crops using sexual and asexual propagation methods;	
(B)	propagate greenhouse crops using various methods <del>such as using seeds, seedlings, plugs, cuttings, and tissue culture;</del> and	
(C)	investigate <u>and explain</u> physiological conditions that affect plant propagation; <del>and such as seed dormancy and root initiation.</del>	
<u>(D)</u>	<u>analyze the effects of plant growth regulators on plant growth and development.</u>	<ul style="list-style-type: none"> <li>• SCI X. E3</li> </ul>
(8)	The student identifies and investigates greenhouse crop production factors. The student is expected to:	
(A)	explain and demonstrate the chemical and physical differences in greenhouse media components;	<ul style="list-style-type: none"> <li>• SCI V. D1</li> </ul>
(B)	compare greenhouse growing mixes for factors, <u>including</u> <del>such as</del> drainage and nutrient-holding capacity;	<ul style="list-style-type: none"> <li>• Clarity to place emphasis on all parts of the SE</li> </ul>
(C)	compare <del>and contrast</del> different containers, benches, and <del>other</del> production equipment used in greenhouses <u>crop production</u> ;	<ul style="list-style-type: none"> <li>• Breakout this list</li> </ul>
(D)	evaluate different methods of watering greenhouse crops;	<ul style="list-style-type: none"> <li>• SCI X. E4</li> </ul>
(E)	analyze the effect of nutrients on greenhouse plant growth;	<ul style="list-style-type: none"> <li>• SCI VI. B3</li> </ul>
(F)	diagnose common nutrient deficiency symptoms found in greenhouse crops; and	<ul style="list-style-type: none"> <li>• SCI VI. B3</li> </ul>
(G)	develop fertilization plans that address greenhouse crop needs and environmental impacts.	<ul style="list-style-type: none"> <li>• SCI VI. B3</li> </ul>
<del>(10)</del> <sup>(9)</sup>	The student investigates pest <u>and disease</u> identification and control methods in the greenhouse environment. The student is expected to:	<ul style="list-style-type: none"> <li>• SCI X. E2, E3</li> </ul>
<u>(A)</u>	<u>identify common diseases, insects, pathogens, and weeds in the greenhouse;</u>	<ul style="list-style-type: none"> <li>• SCI X. E3</li> </ul>
<u>(B)</u> <del>(A)</del>	<u>identify and</u> assess insect, pathogen, and weed infestations <u>and diseases</u> in a greenhouse;	<ul style="list-style-type: none"> <li>• SCI X. E2, E3</li> </ul>

<del>(C)</del> <del>(B)</del>	<u>identify essential components of an integrated pest management plan</u> <del>implement Integrated Pest Management</del> in controlling an insect, pathogen, or weed problem;	<ul style="list-style-type: none"> <li>• SCI X. E2, E3</li> <li>• Not LEA have access to appropriate greenhouse or equipment needed to implement the IPM's</li> </ul>
<del>(D)</del> <del>(E)</del>	<u>identify</u> <del>use</del> appropriate greenhouse pesticide application techniques and equipment; <u>and</u>	<ul style="list-style-type: none"> <li>• SCI X. E2, E3</li> </ul>
<del>(D)</del>	<del>research chemicals used to regulate plant growth in the greenhouse; and</del>	<ul style="list-style-type: none"> <li>• Redundant to 9D</li> </ul>
(E)	<u>analyze</u> <del>examine</del> pesticide labeling and safety data sheets.	<ul style="list-style-type: none"> <li>• SCI X. E2, E3</li> </ul>
<del>(11)</del> <del>(10)</del>	The student performs greenhouse management business procedures. The student is expected to:	
(A)	<u>identify and develop effective marketing strategies to</u> market greenhouse crops <u>to increase profits</u> ;	<ul style="list-style-type: none"> <li>• SE clarity and measurability</li> </ul>
(B)	<u>identify appropriate methods for preparing greenhouse crops for various means of</u> transport <del>greenhouse crops</del> ;	<ul style="list-style-type: none"> <li>• SE clarity and measurability</li> </ul>
(C)	analyze materials, labor, and administrative costs related to greenhouse production;	<ul style="list-style-type: none"> <li>• MATH I. B1</li> <li>• MATH VI. B2, C3</li> <li>• MATH VIII C1, C2</li> <li>• MATH X. A2</li> </ul>
(D)	analyze methods used to maintain crop quality during marketing and transport; and	<ul style="list-style-type: none"> <li>• SCI X. E3</li> </ul>
(E)	prepare a production schedule for a greenhouse crop <u>from establishment to market within a specific timeline</u> .	<ul style="list-style-type: none"> <li>• SE clarity</li> </ul>

**§127.XXX130.20. Floral Design (One Credit), Adopted 20242015.**

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 9-12. <u>Recommended prerequisite: Principles of Agriculture, Food, and Natural Resources.</u> This course satisfies the fine arts graduation requirement. Students shall be awarded one credit for successful completion of this course.	
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
(3)	Floral Design is designed to develop students' ability to identify and demonstrate the <u>elements and principles of and techniques related to</u> floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. To prepare for careers in floral design, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	

(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	identify career <del>development</del> and entrepreneurship opportunities <u>for a chosen occupation</u> in the field of floral design and <u>develop a plan for obtaining the education, training, and certifications required</u> <del>interior landscape development</del> ;	<ul style="list-style-type: none"> <li>• Consistency</li> <li>• Increase rigor</li> <li>• Moved from 1.F</li> </ul>
(B)	<u>model professionalism by continuously exhibiting appropriate work habits, solving problems, taking initiative, communicating effectively, listening actively, and thinking critically</u> <del>apply competencies related to resources, information, interpersonal skills, and systems of operation in floral design and interior landscape development</del> ;	<ul style="list-style-type: none"> <li>• Moved from 1.D</li> <li>• Increase rigor</li> <li>• Consistency</li> <li>• CCRS: ELA.IV.A.4</li> </ul>
(C)	<u>model appropriate</u> <del>demonstrate knowledge of</del> personal and occupational <del>health and</del> safety <u>and health practices</u> <u>and explain the importance of established safety and health protocols for</u> <del>in</del> the workplace;	<ul style="list-style-type: none"> <li>• Increase rigor</li> <li>• Consistency</li> <li>• CCRS: ELA.IV.A.4; SCI.2.b</li> </ul>
(D)	<u>analyze and interpret the rights and responsibilities, including ethical conduct and legal responsibilities of employers and employees; and</u> <del>identify employer expectations and appropriate work habits</del> ;	<ul style="list-style-type: none"> <li>• Increase rigor</li> <li>• CCRS: ELA.IV.A.4</li> </ul>
(E)	<u>analyze the importance</u> <del>demonstrate characteristics</del> of <u>exhibiting</u> good citizenship <u>and describe the effects of good citizenship on the development of home, school, workplace,</u> <del>including advocacy, stewardship, and community leadership</del> ; and	<ul style="list-style-type: none"> <li>• Increase rigor</li> <li>• Consistency</li> <li>• CCRS: ELA.IV.A.4</li> <li>• SS I. C3</li> <li>• CDS 1. E2, E4</li> </ul>
<del>(F)</del>	<del>identify training, education, and certification requirements for occupational choices.</del>	<ul style="list-style-type: none"> <li>• Consistency</li> <li>• Moved to 1.A</li> </ul>
(2)	The student develops a supervised agriculture <del>al</del> experience program. The student is expected to:	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(A)	plan, propose, conduct, document, and evaluate a supervised agriculture <del>al</del> experience program as an experiential learning activity;	<ul style="list-style-type: none"> <li>• Consistency</li> <li>• CCRS: ELA.V</li> </ul>
(B)	<u>use appropriate</u> <del>apply proper</del> record-keeping skills <u>in a</u> <del>as they relate to the</del> supervised agriculture <del>al</del> experience <u>program</u> ;	<ul style="list-style-type: none"> <li>• Consistency</li> <li>• CCRS: M.IV.B.1</li> </ul>
(C)	participate in youth <u>agricultural</u> leadership opportunities; <del>to create a well-rounded experience program; and</del>	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(D)	<del>produce</del> <u>review</u> and participate in a local program of activities <u>using a strategic planning process</u> ; and	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(E)	<u>create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.</u>	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>

(3)	The student identifies <u>elements and principles of design</u> <del>principles and techniques</del> in floral art <u>in both historical and current contexts.</u> <del>and interiorscapes.</del> The student is expected to:	<ul style="list-style-type: none"> <li>Aligning language to current national industrial standards.</li> <li>Interiorscapes-moved to the next standard (4E)</li> </ul>
(A)	identify the <u>historic trends and characteristics</u> <del>aesthetic benefits and the history</del> of floral art, <del>particularly</del> as it relates to current <u>industry practices</u> ;	<ul style="list-style-type: none"> <li>Aligning language to current national industrial standards.</li> <li>Simplify wording</li> <li>SS I. A3</li> </ul>
<del>(B)</del>	<del>classify and identify flowers and plants used in floral design; and</del>	<ul style="list-style-type: none"> <li>Moved to 7A</li> <li>To align better with business practices</li> </ul>
<del>(B)-(C)</del>	identify design elements <u>in floral art, including, color, texture, form, line, space, pattern,</u> and <u>fragrance; principles.</u>	<ul style="list-style-type: none"> <li>Moved from old 5B</li> </ul>
<del>(C)</del>	<u>identify design principles in floral art, including, rhythm, balance, proportion, dominance, contrast, harmony, and unity; and</u>	<ul style="list-style-type: none"> <li>Moved from old 5C</li> </ul>
<del>(D)</del>	<u>compare the forms and functions of flowers and foliage, including form, mass, line, and filler.</u>	
(4)	The student demonstrates <u>floral design elements and principles</u> <u>through the creation of floral designs using flowers and plants.</u> <del>and techniques.</del> The student is expected to:	
<del>(A)</del>	<del>demonstrate an understanding of and implement the design process through the medium of floral materials;</del>	
<del>(A)-(B)</del>	<u>create and evaluate</u> <del>and prepare</del> <u>geometric</u> floral <u>arrangements designs</u> using cut flowers, <u>including bud vase, round, symmetrical, and asymmetrical designs;</u>	<ul style="list-style-type: none"> <li>MATH III. A1, B1</li> <li>MATH VII. D1</li> <li>MATH IX. B1, B3</li> </ul>
<del>(B)-(C)</del>	<u>prepare and evaluate</u> <del>and prepare</del> <u>geometric</u> floral designs using <u>permanent botanicals</u> <del>silk flowers</del> <u>such as homecoming mums;</u>	<ul style="list-style-type: none"> <li>Placed lower-level verb first, revised to current industry terms</li> </ul>
<del>(C)-(D)</del>	prepare corsages and boutonnieres; <del>and</del>	
<del>(D)-(E)</del>	prepare floral designs for specific <u>holidays and cultural</u> occasions <u>such as weddings and funerals;</u>	<ul style="list-style-type: none"> <li>SS II. A2, B3</li> </ul>
<del>(E)</del>	<u>create interiorscapes using the elements and principles of floral design;</u>	
<del>(F)</del>	<u>apply proper wiring and taping techniques used in the industry; and</u>	
<del>(G)</del>	<u>demonstrate safe and proper tool usage in the lab.</u>	
<del>(5)</del>	<del>The student develops and formulates ideas from the environment. The student is expected to:</del>	
<del>(A)</del>	<del>illustrate ideas for floral designs from direct observation, experiences, and imagination;</del>	

<del>(B)</del>	<del>compare and contrast the use of art elements such as color, texture, form, line, and space; and</del>	<ul style="list-style-type: none"> <li>Moved up to 3B</li> </ul>
<del>(C)</del>	<del>compare and contrast art principles such as continuity, pattern, rhythm, balance, proportion, and unity in personal designs.</del>	<ul style="list-style-type: none"> <li>Moved up to 3C</li> </ul>
<del>(5)-(6)</del>	The student makes informed judgments about personal designs and the designs of others. The student is expected to:	
(A)	interpret, evaluate, and justify artistic decisions in personal arrangements; and	
<del>(B)</del>	<del>select and analyze original designs, portfolios, and floral exhibitions by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings.</del>	<ul style="list-style-type: none"> <li>Replaced by 5B</li> </ul>
<del>(B)</del>	<u>construct a physical or electronic portfolio of personal floral artwork to provide evidence of learning.</u>	<ul style="list-style-type: none"> <li>Added to bring in fine arts components and prepare students for the industry.</li> </ul>
<del>(6)-(7)</del>	The student demonstrates contemporary designs, <del>business practices</del> , and creativity in the floral industry by developing floral design skills. The student is expected to:	<ul style="list-style-type: none"> <li>Moved down to 8</li> </ul>
(A)	<u>identify and</u> classify <del>and identify</del> specialty floral items <u>for a variety of occasions</u> ;	<ul style="list-style-type: none"> <li>Change order of verbs</li> </ul>
(B)	evaluate and appraise floral designs; <u>and</u>	
<del>(C)</del>	<del>prepare cost-effective designs;</del>	<ul style="list-style-type: none"> <li>Moved down to 8</li> </ul>
<del>(D)-(C)</del>	create specialty designs to expand artistic expression.;	
<del>(E)</del>	<del>demonstrate pricing and order-processing skills; and</del>	<ul style="list-style-type: none"> <li>Moved down to 8</li> </ul>
<del>(F)</del>	<del>list service delivery options related to effectiveness.</del>	<ul style="list-style-type: none"> <li>Deleted for redundancy with 7I</li> </ul>
<del>(7)-(8)</del>	The student <u>recognizes</u> <del>knows</del> the <u>current industry</u> management <u>factors and business practices</u> of floral enterprises. The student is expected to:	<ul style="list-style-type: none"> <li>Moved from above, from 7</li> </ul>
<del>(A)</del>	<u>identify and classify flowers, foliage, and plants used in floral design.</u>	<ul style="list-style-type: none"> <li>Moved from 3B, change order of verbs</li> <li>SCI V. D1</li> </ul>
<del>(B)-(A)</del>	use temperature, preservatives, and cutting techniques to <u>extend the vase life</u> <del>increase keeping</del> <u>quality</u> of floral materials;	<ul style="list-style-type: none"> <li>Edited for clarity and industry vocabulary</li> </ul>
<del>(C)-(B)</del>	identify tools, chemicals, and equipment used in floral design;	
<del>(D)-(C)</del>	<u>determine the needs of indoor plants such as fertilizinge, lighting, pruninge, and watering</u> <u>based on the condition of the plant</u> <del>tropical plants</del> ;	<ul style="list-style-type: none"> <li>Revised for clarity</li> </ul>
<del>(E)-(D)</del>	<u>identify and</u> manage <u>common</u> pests <u>and diseases that affect the floral industry</u> ; <u>and</u>	<ul style="list-style-type: none"> <li>Revised for clarity</li> </ul>
<del>(E)</del>	<del>demonstrate technical skills for increasing the preservation of cut flowers and foliage.</del>	<ul style="list-style-type: none"> <li>Repetitive and is like 8B</li> </ul>

(F)	<u>prepare cost-effective designs;</u>	<ul style="list-style-type: none"> <li>• Moved from above 7C</li> </ul>
(G)	<u>apply <del>demonstrate</del> pricing and order-processing skills; and</u>	<ul style="list-style-type: none"> <li>• Moved from above 7E</li> </ul>
(H)	<u>identify packaging, distribution, and setup logistics in the floral industry.</u>	
(8)	<u>The student understands botany and physiology and how they relate to floral design and interiorscapes.</u>	<ul style="list-style-type: none"> <li>• Students basic understanding of the biological concepts are needed to be a better floral designer.</li> <li>• SCI I. E2</li> <li>• SCI VI. B3</li> <li>• SCI VI. E1</li> </ul>
(A)	<u>analyze the structure and functions of indoor plants used in the floral industry; and</u>	<ul style="list-style-type: none"> <li>• SCI I. E2</li> <li>• SCI VI. B3</li> <li>• SCI VI. E1</li> </ul>
(B)	<u>identify the structure and functions of flowers used in the floral industry.</u>	<ul style="list-style-type: none"> <li>• SCI I. E2</li> </ul>

§~~127.XXX~~**130.23. Horticultural Science (One Credit), Adopted ~~2015~~2024.**

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 10-12. <u>Recommended prerequisite: Principles of Agriculture, Food, and Natural Resources.</u> Students shall be awarded one credit for successful completion of this course.	
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
(3)	Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural <u>industry</u> systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	identify career <del>development</del> and entrepreneurship opportunities in the field of <del>horticulture</del> <u>plant science and develop a plan for obtaining the education, training, and certifications required;</u>	<ul style="list-style-type: none"> <li>• Increase rigor</li> </ul>



(B)	<u>model</u> <del>apply competencies related to resources, information, interpersonal skills, solving problems, taking initiative, communicating effectively, listening actively, and thinking critically</del> <u>and systems of operation in horticulture;</u>	<ul style="list-style-type: none"> <li>• Increase rigor</li> <li>• Consistency</li> <li>• CCRS: ELA.IV.A.4</li> </ul>
(C)	<u>model appropriate</u> <del>demonstrate knowledge of</del> personal and occupational safety <u>and health practices and explain the importance of established safety and health protocols for in</u> the workplace;	<ul style="list-style-type: none"> <li>• Increase rigor</li> <li>• Consistency</li> <li>• CCRS: ELA.IV.A.4; SCI.2.b</li> </ul>
(D)	<u>analyze and interpret the rights and responsibilities, including ethical conduct and legal responsibilities</u> of <del>identify</del> employers <u>and employees</u> <del>expectations and appropriate work habits;</del> and	<ul style="list-style-type: none"> <li>• Increase rigor</li> <li>• CCRS: ELA.IV.A.4</li> </ul>
(E)	<u>analyze the importance</u> <del>demonstrate characteristics</del> of <u>exhibiting</u> good citizenship and describe the effects of good citizenship on the development of home, school, workplace, <del>including advocacy, stewardship, and community leadership.</del>	<ul style="list-style-type: none"> <li>• Increase rigor</li> <li>• Consistency</li> <li>• CCRS: ELA.IV.A.4</li> </ul>
(2)	The student develops a supervised agricultural <u>le</u> experience program. The student is expected to:	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(A)	plan, propose, conduct, document, and evaluate a supervised agricultural <u>le</u> -experience program as an experiential learning activity;	<ul style="list-style-type: none"> <li>• Consistency</li> <li>• CCRS: ELA.V</li> </ul>
(B)	<u>use appropriate</u> <del>apply proper</del> record-keeping skills <u>in a</u> <del>as they relate to the</del> supervised agricultural <u>le</u> experience <u>program;</u>	<ul style="list-style-type: none"> <li>• Consistency</li> <li>• CCRS: MATH.IV.B.1</li> </ul>
(C)	participate in youth <u>agricultural</u> leadership opportunities <del>to create a well rounded experience program;</del> and	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(D)	<u>review</u> <del>produce</del> and participate in a local program of activities; <u>and</u> <del>using a strategic planning process.</del>	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(E)	<u>create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.</u>	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(3)	<u>The student understands the history and progression of the horticulture industry. The student is expected to:</u>	
(A)	<u>trace relevant historical advancements in the horticultural industry as they relate to current industry practices;</u>	<ul style="list-style-type: none"> <li>• SS I. A3</li> <li>• SCI IV. A1</li> </ul>
(B)	<u>identify the different disciplines of horticulture such as arboriculture, floriculture, olericulture, pomology, viticulture, turf management, and ornamental horticulture;</u>	

(C)	<u>research and identify emerging technology in the horticultural industry;</u>	<ul style="list-style-type: none"> <li>• ELA V. A1, A2</li> <li>• SCI III. D1, D2</li> <li>• SCI IV. A1</li> <li>• CDS II. E1, E4</li> </ul>
(D)	<u>identify current trends affecting the horticultural industry; and</u>	
(E)	<u>compare types of horticultural industries in the different regions of Texas.</u>	<ul style="list-style-type: none"> <li>• SCI X. E1</li> </ul>
(5)-(3)	The student develops technical <u>knowledge and</u> skills associated with the <del>management and</del> production of horticultural plants. The student is expected to:	
(A)	classify horticultural plants based on <u>taxonomy</u> <del>physiology for taxonomic and other classifications;</del>	<ul style="list-style-type: none"> <li>• SCI I. E2</li> <li>• SCI V. D1</li> <li>• SCI VI. E1</li> </ul>
(B)	<u>identify classifications of plants based on growing cycles, including annuals, perennials, biennials, and evergreens;</u>	<ul style="list-style-type: none"> <li>• SCI I. E2</li> <li>• SCI V. D1</li> <li>• SCI VI. E1</li> </ul>
(C)	<u>identify horticultural plants based on their physical characteristics;</u>	<ul style="list-style-type: none"> <li>• SCI I. E2</li> <li>• SCI V. D1</li> <li>• SCI VI. E1</li> </ul>
(D)	<u>compare flowering and non-flowering horticultural plants as it pertains to reproduction;</u>	<ul style="list-style-type: none"> <li>• SCI I. E2</li> <li>• SCI V. D1</li> <li>• SCI VI. E1</li> </ul>
<del>(B)</del>	<del>manage the horticultural production environment;</del>	
(E)	<u>select appropriate tools and equipment for production of horticultural plants;</u>	<ul style="list-style-type: none"> <li>• Moved from old 6B</li> </ul>
(F)	<u>demonstrate safe and appropriate use of tools and equipment; and</u>	<ul style="list-style-type: none"> <li>• Moved from old 6C</li> </ul>
(G)	<u>identify maintenance practices of hand tools, and power tools, and equipment.</u>	<ul style="list-style-type: none"> <li>• Moved from old 6A</li> </ul>
<del>(C)</del>	<del>propagate and grow horticultural plants;</del>	<ul style="list-style-type: none"> <li>• Moved to new 6B</li> </ul>
<del>(D)</del>	<del>create a design using plants that demonstrates an application of design elements and principles;</del>	<ul style="list-style-type: none"> <li>• Moved to new 8C</li> </ul>
<del>(E)</del>	<del>design and establish landscapes;</del>	<ul style="list-style-type: none"> <li>• Redundant</li> </ul>
<del>(F)</del>	<del>describe the processes of fruit, nut, and vegetable production; and</del>	

<del>(G)</del>	<del>demonstrate proper pruning techniques.</del>	<ul style="list-style-type: none"> <li>Redundant</li> </ul>
(4)	The student identifies <u>plant</u> structures <u>and their functions and needs</u> <del>and physiological processes used in plant production.</del> The student is expected to:	<ul style="list-style-type: none"> <li>SCI I. E2</li> <li>SCI VI. B3</li> <li>SCI VI. E1</li> </ul>
<u>(A)</u>	<u>identify horticultural plants by their common and scientific names;</u>	<ul style="list-style-type: none"> <li>SCI I. E2</li> <li>SCI VI. E1</li> </ul>
<del>(B)</del> - <del>(A)</del>	<del>examine unique plant properties to</del> identify <del>and describe</del> functional differences in plant structures, including roots, stems, flowers, leaves, and fruit;	<ul style="list-style-type: none"> <li>SCI I. E2</li> <li>SCI V. D1</li> <li>SCI VI. B3, E1</li> </ul>
<u>(C)</u>	<u>identify pollination factors affecting plants and trees such as access to pollinators, wind, and hand pollination;</u>	
<del>(D)</del> - <del>(B)</del>	<u>compare</u> <del>differentiate between</del> monocots and dicots <del>and male and female plants;</del>	<ul style="list-style-type: none"> <li>Redundant to 4A (flower parts)</li> <li>SCI I. E2</li> <li>SCI V. D1</li> <li>SCI VI. E1</li> </ul>
<u>(E)</u>	<u>analyze environmental needs of plants, including light, water, and nutrients; and</u>	<ul style="list-style-type: none"> <li>SCI VI. B3</li> <li>SCI X. A6</li> </ul>
<u>(F)</u>	<u>identify the components of a fertilizer label.</u>	<ul style="list-style-type: none"> <li>MATH VII. B1</li> <li>MATH VII. D1</li> <li>MATH IX. B1, B3</li> <li>SCI VII. A2</li> </ul>
<del>(G)</del>	<del>germinate seeds and transplant seedlings; and</del>	<ul style="list-style-type: none"> <li>Replaced by 6C</li> </ul>
<del>(D)</del>	<del>demonstrate asexual propagation techniques.</del>	<ul style="list-style-type: none"> <li>Replaced by 6B</li> </ul>
<del>(7)</del> - <del>(5)</del>	The student manages and controls common pests, <u>diseases, and deficiencies</u> of horticultural plants. The student is expected to:	
(A)	identify <u>and manage</u> common horticultural pests, <u>diseases,</u> and <u>deficiencies</u> <del>pathogens;</del>	<ul style="list-style-type: none"> <li>SCI X. E3</li> </ul>
<u>(B)</u>	<u>identify and manage common weeds that impact horticultural production;</u>	
<u>(C)</u>	<u>develop a plan for disease control using integrated pest management;</u>	<ul style="list-style-type: none"> <li>SCI X. E2, E3</li> </ul>
<u>(D)</u>	<u>apply proper sanitation methods to prevent the spread of pests;</u>	<ul style="list-style-type: none"> <li>SCI X. E3</li> </ul>

<del>(E)</del> <del>(B)</del>	demonstrate safe <u>and proper</u> practices in selecting, applying, storing, and disposing of chemicals; and	<ul style="list-style-type: none"> <li>• MATH VII. B1</li> <li>• MATH VII. D1</li> <li>• MATH IX. B1, B3</li> </ul>
<del>(F)</del> <del>(C)</del>	explain <u>the</u> parts of a pesticide label.	<ul style="list-style-type: none"> <li>• MATH VII. B1</li> <li>• MATH VII. D1</li> <li>• MATH IX. B1, B3</li> <li>• SCI X. E2</li> </ul>
<del>(9)</del> <del>(6)</del>	The student demonstrates <u>business</u> <del>marketing and management</del> skills used in the <del>operation of</del> horticultural <u>industry</u> <del>businesses</del> . The student is expected to:	
<del>(A)</del>	<del>identify and maintain hand and power tools and equipment;</del>	<ul style="list-style-type: none"> <li>• Moved to new 5G</li> </ul>
<del>(B)</del>	<del>select appropriate tools and equipment;</del>	<ul style="list-style-type: none"> <li>• Moved to new 5E</li> </ul>
<del>(C)</del>	<del>demonstrate safe use of tools and equipment;</del>	<ul style="list-style-type: none"> <li>• Moved to new 5F</li> </ul>
<del>(B)</del>	<u>identify practices to maintain business relationships;</u>	
<del>(C)</del>	<u>demonstrate correct procedures for handling customer sales transactions;</u>	
<del>(D)</del>	<u>calculate pricing to maximize profit for wholesale and retail settings;</u>	<ul style="list-style-type: none"> <li>• MATH I. A2</li> <li>• MATH VII. D1</li> <li>• MATH IX. B1, B3</li> </ul>
<del>(E)</del>	<u>develop a plan to market horticultural products and services; and</u>	
<del>(F)</del>	<u>formulate a budget for a horticultural enterprise.</u>	<ul style="list-style-type: none"> <li>• MATH I. A2</li> <li>• MATH VII. D1</li> <li>• MATH IX. B1, B3</li> </ul>
<del>(A)</del> <del>(D)</del>	identify <del>options and</del> opportunities for <u>entrepreneurship in the horticulture industry;</u> <del>business ownership; and</del>	
<del>(E)</del>	<del>analyze the role of small business in free enterprise.</del>	
<del>(6)</del>	<u>The student understands plant propagation techniques and growing methods. The student is expected to:</u>	<ul style="list-style-type: none"> <li>• SCI X. E3</li> </ul>
<del>(A)</del>	<u>identify asexual propagation methods for horticultural plants, including cuttings, grafting, budding, layering, and tissue culture;</u>	

(B)	<u>propagate <del>and grow</del> horticultural plants using asexual methods such as cuttings, grafting, budding, layering, and tissue culture;</u>	<ul style="list-style-type: none"> <li>Moved from old 3C</li> </ul>
(C)	<u>manipulate the germination of seeds using various methods such as mechanical scarification, chemical scarification, and heat and cold treatments;</u>	<ul style="list-style-type: none"> <li>SCI V. B2</li> </ul>
(D)	<u>compare various soil-based growing media, and</u>	<ul style="list-style-type: none"> <li>SCI V. D1</li> </ul>
(E)	<u>identify soilless growing methods used in the horticulture industry.</u>	
(8)	<u>The student understands the concepts of ornamental plants and landscape design. The student is expected to:</u>	<ul style="list-style-type: none"> <li>SCI X. E1</li> </ul>
(A)	<u>compare landscaping methods that account for environmental variables such as water availability, soil type, light availability, and climate;</u>	<ul style="list-style-type: none"> <li>SCI V. B2</li> <li>SCI X. A6, E4</li> </ul>
(B)	<u>identify and select plants to be used in landscapes, including bedding plants, shrubs, trees, and turf grasses based on United States Department of Agriculture (USDA) hardiness zones;</u>	<ul style="list-style-type: none"> <li>SCI V. D1</li> <li>SCI X. E5</li> </ul>
(C)	<u>design a landscape using design elements and principles; and</u>	<ul style="list-style-type: none"> <li>Moved from old 3D</li> <li>MATH III. D1</li> <li>MATH IX. B1, C3</li> <li>SCI V. E3</li> </ul>
(D)	<u>apply sustainability practices such as planting native plants, water conservation, and irrigation technology to a landscape.</u>	<ul style="list-style-type: none"> <li>CDS II. E1, E2, E3, E4</li> </ul>

**§127.XXX Advanced Floral Design (One Credit), Adopted 2024.**

TEKS with edits		Work Group Comments/Rationale
(a)	<u>General requirements. This course is recommended for students in Grades 11-12. Prerequisite: Floral Design. Recommended prerequisite: Principles of Agriculture, Food, and Natural Resources. Students shall be awarded one credit for successful completion of this course.</u>	Recommend: Allow combining with the Agricultural Laboratory and Field Experience
(b)	<u>Introduction.</u>	
(1)	<u>Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</u>	
(3)	<u>In Advanced Floral Design, students gain advanced knowledge and skills specifically needed to enter the workforce as floral designers or as freelance floral event designers, with an emphasis on specialty designs and occasion-specific designs and planning. Students are also prepared to enter postsecondary certification or degree programs in floral design or special events design. Students build on the knowledge base from Floral Design and are introduced to more advanced floral design concepts. In addition, students gain knowledge of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of an occasion or event.</u>	<ul style="list-style-type: none"> <li>Updated to reflect the correct course name</li> </ul>
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>identify career and entrepreneurship opportunities for a chosen occupation in the field of floral design and develop a plan for obtaining the education, training, and certifications required;</u>	<ul style="list-style-type: none"> <li>Consistency</li> <li>Increase rigor</li> </ul>
(B)	<u>model professionalism by continuously exhibiting appropriate work habits, solving problems, taking initiative, communicating effectively, listening actively, and thinking critically;</u>	<ul style="list-style-type: none"> <li>Increase rigor</li> <li>Consistency</li> <li>CCRS: ELA.IV.A.4</li> </ul>

(C)	<u>model appropriate personal and occupational safety and health practices and explain the importance of established safety and health protocols for the workplace;</u>	<ul style="list-style-type: none"> <li>• Increase rigor</li> <li>• Consistency</li> <li>• CCRS: ELA.IV.A.4; SCI.2.b</li> </ul>
(D)	<u>analyze and interpret the rights and responsibilities, including ethical conduct and legal responsibilities of employers and employees; and</u>	<ul style="list-style-type: none"> <li>• Increase rigor</li> <li>• CCRS: ELA.IV.A.4</li> </ul>
(E)	<u>analyze the importance of exhibiting good citizenship and describe the effects of good citizenship on the development of home, school, workplace, and community.</u>	<ul style="list-style-type: none"> <li>• Increase rigor</li> <li>• Consistency</li> <li>• CCRS: ELA.IV.A.4</li> <li>• SS I. C3</li> <li>• CDS 1. E2, E4</li> </ul>
(2)	<u>The student develops a supervised agricultural experience program. The student is expected to:</u>	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(A)	<u>plan, propose, conduct, document, and evaluate a supervised agricultural experience program as an experiential learning activity;</u>	<ul style="list-style-type: none"> <li>• Consistency</li> <li>• CCRS: ELA.V</li> </ul>
(B)	<u>Use appropriate record-keeping skills in a supervised agricultural experience program;</u>	<ul style="list-style-type: none"> <li>• Consistency</li> <li>• CCRS: M.IV.B.1</li> </ul>
(C)	<u>participate in youth agricultural leadership opportunities;</u>	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(D)	<u>review and participate in a local program of activities; and</u>	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(E)	<u>create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.</u>	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(3)	<u>The student understands advanced floral design elements and principles. The student is expected to:</u>	
(A)	<u>use advanced botanical terminology to describe floral materials;</u>	<ul style="list-style-type: none"> <li>• SCI I. E2</li> </ul>
(B)	<u>identify the symbolic meaning of flowers and plants used in floral design such as love, friendship, courage, and innocence;</u>	<ul style="list-style-type: none"> <li>• Updated for clarity</li> </ul>
(C)	<u>compare the characteristics of contemporary floral design styles such as abstract, assemblage, asymmetrical, Biedermeier, cascade/waterfall, hedgerow, parallel, synergistic, submerged, topiary, and vegetative;</u>	
(D)	<u>illustrate ideas for arrangements using contemporary floral design styles from direct observation, experience, and imagination;</u>	
(E)	<u>evaluate the advanced use of floral design elements and principles;</u>	
(F)	<u>identify various basing design techniques such as layering, terracing, pavé, clustering, and pillowing; and</u>	

(G)	<u>identify advanced focal-emphasis design techniques such as grouping, banding, binding, shadowing, sequencing, framing, zoning, and parallelism.</u>	
(4)	<u>The student demonstrates advanced design techniques using fresh and permanent floral designs. The student is expected to:</u>	
(A)	<u>plan and design fresh flower and permanent botanical arrangements using various contemporary design styles such as abstract, assemblage, asymmetrical, Biedermeier, cascade/waterfall, hedgerow, parallel, synergistic, submerged, topiary, and vegetative;</u>	<ul style="list-style-type: none"> <li>• Edited to be more measurable</li> </ul>
(B)	<u>prepare and evaluate floral designs that exhibit various basing design techniques such as layering, terracing, pave, clustering, and pillowing; and</u>	<ul style="list-style-type: none"> <li>• Edited for clarity in breakouts</li> </ul>
(C)	<u>prepare and evaluate floral designs using advanced focal-emphasis design techniques such as grouping, banding, binding, shadowing, sequencing, framing, zoning, and parallelism.</u>	
(5)	<u>The student describes effective design planning and the processes used to create floral designs for specific occasions and events. The student is expected to:</u>	
(A)	<u>develop proper planning techniques in floral design;</u>	
(B)	<u>identify and execute the steps of effective planning used to design floral arrangements for specific occasions such as weddings and funerals;</u>	
(C)	<u>analyze and discuss contingency factors when planning large-volume floral designs; and</u>	
(D)	<u>identify effective consultation practices to determine customer's expectations for design, including budget.</u>	<ul style="list-style-type: none"> <li>• TEKS Clarity</li> <li>• Industry terminology</li> <li>• ELA III. A1</li> <li>• CDS I. A2</li> </ul>
(6)	<u>The student applies key floral design elements and principles to enhance the experience of specific occasions and events. The student is expected to:</u>	
(A)	<u>identify floral design terminology used for specific occasions, including weddings and funerals;</u>	
(B)	<u>apply elements and principles of floral design to wedding and funeral arrangements such as bouquets, boutonnieres, corsages, sprays, and pedestal arrangements;</u>	
(C)	<u>describe current floral design trends;</u>	
(D)	<u>use and maintain floral design tools; and</u>	
(E)	<u>create examples of appropriate occasion-specific floral designs from direct observation, experience, and imagination.</u>	



(7)	<u>The student demonstrates effective planning of occasion-specific floral designs from the conceptual stage through completion. The student is expected to:</u>	
(A)	<u>conduct a floral design consultation to gather details such as occasion, budget, formality, and theme;</u>	<ul style="list-style-type: none"> <li>• ELA III. A1</li> </ul>
(B)	<u>evaluate and select floral arrangements that achieve the objectives and budget expectations of an occasion;</u>	<ul style="list-style-type: none"> <li>• MATH I. A2</li> <li>• MATH VII. D1</li> <li>• MATH IX. B1, B3</li> </ul>
(C)	<u>present a proposal that showcases floral arrangements appropriate for the selected occasion;</u>	
(D)	<u>assess the design, creation, installation, and disassembly of floral arrangements when developing a production schedule;</u>	
(E)	<u>develop a procurement plan to ensure necessary resources are obtained within a specified budget and timeframe; and</u>	<ul style="list-style-type: none"> <li>• MATH I. A2</li> <li>• MATH VII. D1</li> <li>• MATH IX. B1, B3</li> </ul>
(F)	<u>implement and evaluate a floral design plan through completion.</u>	<ul style="list-style-type: none"> <li>• Edited for clarity</li> </ul>
(8)	<u>The student demonstrates business management and merchandising skills necessary for floral design and freelance floral event design professionals. The student is expected to:</u>	
(A)	<u>calculate mark-up of floral products and design services;</u>	<ul style="list-style-type: none"> <li>• MATH I. A2</li> <li>• MATH VII. D1</li> <li>• MATH IX. B1, B3</li> </ul>
(B)	<u>evaluate pricing policies related to cost-effectiveness and profitability;</u>	<ul style="list-style-type: none"> <li>• Clarity</li> </ul>
(C)	<u>develop and negotiate contracts for floral services;</u>	<ul style="list-style-type: none"> <li>• ELA IV. A4</li> <li>• MATH VII. C1</li> <li>• MATH VII. D1</li> <li>• MATH IX. B1, B3</li> </ul>
(D)	<u>formulate a floral budget, including per item total costs;</u>	<ul style="list-style-type: none"> <li>• MATH I. A2</li> <li>• MATH VII. D1</li> <li>• MATH IX. B1, B3</li> </ul>
(E)	<u>demonstrate proper customer service skills for a floral business;</u>	<ul style="list-style-type: none"> <li>• ELA IV. A2</li> </ul>

(F)	<u>identify business relationships with a variety of vendors such as wedding venues, funeral homes, wholesale florists, and wire services; and</u>	
(G)	<u>analyze basic marketing principles and procedures used in the floral industry.</u>	
(9)	<u>The student explains the significance of professional organizations to the floral design industry. The student is expected to:</u>	
(A)	<u>identify industry-related professional organizations; and</u>	
(B)	<u>describe the benefits of participating in professional floral organizations and earning industry-based certifications.</u>	<ul style="list-style-type: none"> <li>• SS I. C3</li> </ul>

DRAFT

§~~127.XXX~~**130.25. Advanced Plant and Soil Science (One Credit), Adopted ~~2015~~2024.**

TEKS with edits		Work Group Comments/Rationale
(a)	<p>General requirements. This course is recommended for students in Grades 11 and 12.</p> <p><u>Prerequisites:</u> <del>Recommended prerequisites</del> Biology; <u>either Chemistry or Integrated Physics and Chemistry (IPC); Algebra I; Geometry; and either Horticultural Science, Greenhouse Operation and Production, or Floral Design.</u> <u>Recommended prerequisite: Principles of Agriculture, Food, and Natural Resources.</u> <del>prerequisites Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster.</del> Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.</p>	<ul style="list-style-type: none"> <li>Edited to better align with other science courses in the AFNR career cluster.</li> </ul>
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
(3)	Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.	
(4)	<u>Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.</u>	

(5)	<u>Scientific hypotheses and theories. Students are expected to know that:</u>	
(A)	<u>hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and</u>	
(B)	<u>scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.</u>	
(6)	<u>Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.</u>	
(A)	<u>Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.</u>	
(B)	<u>Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.</u>	
(7)	<u>Science and social ethics. Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).</u>	
(8)	<u>Science consists of recurring themes and making connections between overarching concepts. Recurring themes include systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and provide tools for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.</u>	
(4)	<del>Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by</del>	

	physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.	
(5)	Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation are experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked.	
(6)	Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).	
(7)	A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.	
(8)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(9)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	identify career <del>development</del> and entrepreneurship opportunities <u>for a chosen occupation</u> in the field of plant <del>science systems</del> <u>and develop a plan for obtaining the education, training, and certifications required;</u>	<ul style="list-style-type: none"> <li>• Consistency</li> <li>• Increase rigor</li> </ul>
(B)	<u>model professionalism by continuously exhibiting appropriate work habits, solving problems, taking initiative, communicating effectively, listening actively, and thinking critically</u> <del>apply competencies related to resources, information, interpersonal skills, and systems of operation in plant systems;</del>	<ul style="list-style-type: none"> <li>• Increase rigor</li> <li>• Consistency</li> <li>• CCRS: ELA.IV.A.4</li> <li>• Moved from 1.D</li> </ul>
(C)	<u>model appropriate</u> <del>demonstrate knowledge of</del> personal and occupational safety practices <u>and explain the importance of established safety and health protocols for</u> <del>in</del> the workplace;	<ul style="list-style-type: none"> <li>• Increase rigor</li> <li>• Consistency</li> <li>• CCRS: ELA.IV.A.4; SCI.2.b</li> </ul>

(D)	<u>analyze and interpret the rights and responsibilities, including ethical conduct and legal responsibilities of</u> <del>identify</del> employers <del>expectations</del> and <del>employees</del> <del>appropriate work habits</del> ; and	<ul style="list-style-type: none"> <li>• Increase rigor</li> <li>• CCRS: ELA.IV.A.4</li> <li>• Moved to 1B</li> </ul>
(E)	<u>analyze the importance</u> <del>demonstrate characteristics</del> of <u>exhibiting</u> good citizenship, <del>including and describe the effects of good citizenship on the development of home, school, workplace advocacy, stewardship,</del> and community <del>leadership</del> .	<ul style="list-style-type: none"> <li>• Increase rigor</li> <li>• Consistency</li> <li>• CCRS: ELA.IV.A.4</li> <li>• SS I. C3</li> <li>• CDS 1. E2, E4</li> </ul>
(2)	<u>Scientific and engineering practices. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:</u>	
(A)	<u>ask questions and define problems based on observations or information from text, phenomena, models, or investigations;</u>	
(B)	<u>apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;</u>	
(C)	<u>use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;</u>	
(D)	<u>use appropriate tools such as</u> <del>microscopes, measuring equipment, sensors, plant propagation tools, soil testing kits, and calculators</del> ;	<ul style="list-style-type: none"> <li>• SCI I. D3</li> <li>• SCI IX. A4</li> </ul>
(E)	<u>collect quantitative data using the International System of Units (SI) and qualitative data as evidence;</u>	
(F)	<u>organize quantitative and qualitative data using</u> <del>graphs and charts</del> ;	<ul style="list-style-type: none"> <li>• SCI II. A7</li> <li>• SCI III. C1</li> <li>• MATH VI. C2, C3</li> </ul>
(G)	<u>develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and</u>	
(H)	<u>distinguish among scientific hypotheses, theories, and laws.</u>	
(3)	<u>Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:</u>	

(A)	<u>identify advantages and limitations of models such as their size, scale, properties, and materials;</u>	
(B)	<u>analyze data by identifying significant statistical features, patterns, sources of error, and limitations;</u>	
(C)	<u>use mathematical calculations to assess quantitative relationships in data; and</u>	
(D)	<u>evaluate experimental and engineering designs.</u>	
(4)	<u>Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:</u>	
(A)	<u>develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;</u>	
(B)	<u>communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and</u>	
(C)	<u>engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.</u>	
(5)	<u>Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. The student is expected to:</u>	
(A)	<u>analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;</u>	
(B)	<u>relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists as related to the content; and</u>	
(C)	<u>research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field in order to investigate STEM careers.</u>	
(2)	<del>The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:</del>	
(A)	<del>demonstrate safe practices during field and laboratory investigations; and</del>	
(B)	<del>demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials.</del>	

(3)	The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	
(A)	know the definition of science and understand that it has limitations, as specified in subsection (b)(4) of this section;	
(B)	know that hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories;	
(C)	know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed;	
(D)	distinguish between scientific hypotheses and scientific theories;	
(E)	plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology;	
(F)	collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, analysis kits, sieve sets, sieve shakers, soil augers, soil moisture meters, hand lenses, Celsius thermometers, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures;	
(G)	analyze, evaluate, make inferences, and predict trends from data; and	
(H)	communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports.	
(4)	The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	
(A)	in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;	
(B)	communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials;	



<del>(C)</del>	<del>draw inferences based on data related to promotional materials for products and services;</del>	
<del>(D)</del>	<del>evaluate the impact of scientific research on society and the environment;</del>	
<del>(E)</del>	<del>evaluate models according to their limitations in representing biological objects or events; and</del>	
<del>(F)</del>	<del>research and describe the history of biology and contributions of scientists.</del>	
<del>(6)</del> (5)	The student develops a supervised agricultural <del>e</del> experience program. The student is expected to:	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(A)	plan, propose, conduct, document, and evaluate a supervised agricultural <del>e</del> experience program as an experiential learning activity;	<ul style="list-style-type: none"> <li>• Consistency</li> <li>• CCRS: ELA.V</li> </ul>
(B)	<u>use appropriate</u> <del>apply proper</del> record-keeping skills <u>in a</u> <del>as they relate to the</del> supervised agricultural <del>e</del> experience <u>program</u> ;	<ul style="list-style-type: none"> <li>• Consistency</li> <li>• CCRS: M.IV.B.1</li> </ul>
(C)	participate in youth <u>agricultural</u> leadership opportunities <del>to create a well-rounded experience program; and</del>	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(D)	<u>review</u> <del>produce</del> and participate in a local program of activities; <u>and</u> <del>using a strategic planning process.</del>	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
<u>(E)</u>	<u>create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.</u>	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
<del>(17)</del> (6)	The student analyzes plant and soil science as it relates to plant and soil relationships affecting the production of food, fiber, and other economic crops. The student is expected to:	<ul style="list-style-type: none"> <li>• SCI X. B2</li> <li>• SCI X. E3</li> </ul>
(A)	explain the importance and interrelationship of soil and plants; and	<ul style="list-style-type: none"> <li>• SCI VI. G3</li> </ul>
(B)	<u>evaluate</u> <del>practice</del> soil and plants <u>in</u> <del>evaluation as it applies to</del> agricultural and urban settings.	
<del>(7)</del>	<del>The student develops scenarios for advances in plant and soil science. The student is expected to:</del>	<ul style="list-style-type: none"> <li>• Repeated based on the new SEP's</li> </ul>
<del>(A)</del>	<del>design, conduct, and complete research in a laboratory or field investigation to solve problems in plant and soil science;</del>	
<del>(B)</del>	<del>use charts, tables, and graphs to prepare written summaries of results and data obtained in a laboratory or field investigation;</del>	
<del>(C)</del>	<del>organize, analyze, evaluate, make inferences, and predict trends from data obtained in a laboratory or field investigation; and</del>	
<del>(D)</del>	<del>communicate valid outcomes and solutions.</del>	

(13)(8)	The student explains the relationship of biotic and abiotic factors within habitats and ecosystems <u>and their effects on plant ecology</u> . The student is expected to:	<ul style="list-style-type: none"> <li>• SCI IX. F1</li> </ul>
(A)	<u>identify and define plant populations, ecosystems, communities, and biomes;</u>	<ul style="list-style-type: none"> <li>• SCI III. B3</li> <li>• SCI V. D1</li> <li>• SCI VI. C2, G1</li> <li>• SCI IX. F1</li> <li>• SCI X. A5</li> </ul>
(B)(A)	identify native and introduced plants, <del>assess their role</del> in an ecosystem, <del>and compare them to plants in other ecosystems;</del>	<ul style="list-style-type: none"> <li>• SCI V. D1</li> </ul>
(C)	<u>assess native and introduced plants' role in an ecosystem;</u>	<ul style="list-style-type: none"> <li>• SCI X. E5</li> </ul>
(D)(B)	make observations and compile data about fluctuations in abiotic cycles <del>and evaluate their effects on local ecosystems;</del>	<ul style="list-style-type: none"> <li>• SCI II. A7</li> <li>• SCI III. C1</li> <li>• MATH VI. C2, C3</li> </ul>
(E)	<u>evaluate the effects of fluctuations in abiotic cycles on local ecosystems; and</u>	
(F)(C)	evaluate the impact of human activity such as pest control, hydroponics, <u>monoculture planting</u> , and sustainable agriculture on ecosystems. <del>;</del> <b>and</b>	<ul style="list-style-type: none"> <li>• SCI X. E2</li> </ul>
(D)	<del>predict how the introduction, removal, or re-introduction of an organism may affect the food chain and existing populations.</del>	<ul style="list-style-type: none"> <li>• Similar to 8.C</li> </ul>
(11)(9)	The student analyzes soil science as it relates to <u>plant and human activity</u> <del>food and fiber production</del> . The student is expected to:	<ul style="list-style-type: none"> <li>• SCI X. B2</li> <li>• SCI X. E3</li> </ul>
(A)	explain soil formation;	<ul style="list-style-type: none"> <li>• SCI IX. E4</li> </ul>
(B)	evaluate the properties <del>and nature</del> of soils, <u>including texture, horizons, structure, color, parent materials, and fertility;</u>	<ul style="list-style-type: none"> <li>• SCI III. B3</li> <li>• SCI IX. E4</li> </ul>
(C)	<u>identify and classify soil orders;</u>	<ul style="list-style-type: none"> <li>• SCI III. B3</li> <li>• SCI V. D1</li> <li>• SCI IX. E4</li> </ul>
(D)(C)	<u>explain methods</u> <del>recognize the importance</del> of <u>soil</u> conservation <del>of soil and agencies involved in conservation;</del>	<ul style="list-style-type: none"> <li>• SCI X. D2</li> </ul>
(E)(D)	<u>describe</u> <del>recognize</del> the application of soil mechanics <u>to buildings, landscapes, and crop production</u> <del>to engineering and excavation operations;</del>	<ul style="list-style-type: none"> <li>• SCI X. E3</li> </ul>

<del>(F)</del> (E)	<u>research and explain</u> <del>perform</del> soil management practices such as tillage trials and sustainable soil management practices; <del>and</del>	<ul style="list-style-type: none"> <li>• ELA V. A1, A2</li> <li>• SCI III. D1, D2</li> <li>• CDS II. E1, E4</li> </ul>
<del>(G)</del> (F)	practice and explain soil evaluations related to experiential activities such as land judging;:-	<ul style="list-style-type: none"> <li>• SCI X. E1</li> </ul>
(H)	<u>evaluate soil health through soil testing; and</u>	
(I)	<u>analyze concepts of soil ecology.</u>	
<del>(15)</del> (10)	The student describes the relationship between resources within environmental systems. The student is expected to:	<ul style="list-style-type: none"> <li>• SCI IX, F2</li> <li>• SCI X. D2</li> </ul>
(A)	summarize and evaluate methods of land use and management;	<ul style="list-style-type: none"> <li>• SCI X. E1</li> </ul>
(B)	identify sources, <del>use</del> , quality, and conservation of water <u>in plant production</u> ;	<ul style="list-style-type: none"> <li>• SCI X. D2</li> </ul>
(C)	explore <u>and describe the use and</u> conservation <u>practices of renewable and non-renewable resources such as rainwater collection, water-conserving irrigation systems and use of biofuels</u> ;	<ul style="list-style-type: none"> <li>• SCI X. D2</li> <li>• Renewable and nonrenewable have been removed and added methods of conservation instead</li> </ul>
(D)	analyze and evaluate the economic significance and interdependence of components of the environment;	
(E)	evaluate the impact of human activity and technology on soil <u>health fertility</u> and <u>plant</u> productivity;	<ul style="list-style-type: none"> <li>• CDS II. E1, E2, E3, E4</li> <li>• SCI VI. B3</li> <li>• SE clarity</li> </ul>
(F)	<u>evaluate the impact of natural disasters on soil health and plant productivity</u> <del>analyze and describe the effects on environments of events such as fire, hurricanes, deforestation, mining, population growth, and urban development on plants and soil</del> ; and	<ul style="list-style-type: none"> <li>• SCI VI. C2</li> <li>• SE clarity</li> </ul>
(G)	explain how regional changes in the environment may have a global effect.	<ul style="list-style-type: none"> <li>• SCI V. B2</li> <li>• SS I. A2</li> </ul>
<del>(11)</del>	<del>The student describes the origin and use of water in a watershed. The student is expected to:</del>	<ul style="list-style-type: none"> <li>• Redundant to aquatic, less applicable to plant and soil science</li> </ul>
<del>(A)</del>	<del>identify sources and calculate the amount of water in a watershed, including ground and surface water;</del>	
<del>(B)</del>	<del>research and identify the type of water used in a watershed;</del>	
<del>(C)</del>	<del>analyze water quality in a watershed; and</del>	
<del>(D)</del>	<del>identify and use methods to evaluate water quantity available in a watershed.</del>	

(12)	The student maps the process of soil formation influenced by weathering, including erosion processes due to water, wind, and mechanical factors influenced by climate. The student is expected to:	<ul style="list-style-type: none"> <li>• SCI V. B2</li> </ul>
(A)	illustrate <u>or model</u> the role of weathering in soil formations;	<ul style="list-style-type: none"> <li>• SCI III. B3</li> </ul>
(B)	distinguish chemical weathering from mechanical weathering; <del>and</del>	<ul style="list-style-type: none"> <li>• SCI III. B3</li> </ul>
(C)	identify geological formations that result from differing weathering processes; <del>and-</del>	<ul style="list-style-type: none"> <li>• SCI III. B3</li> </ul>
<u>(D)</u>	<u>identify the role of biotic factors in soil formation.</u>	
<u>(16)(13)</u>	The student describes the dynamics of <u>soil on a watershed</u> <u>and its effects on plant growth and production</u> . The student is expected to:	<ul style="list-style-type: none"> <li>• Clarity of the standard</li> </ul>
(A)	identify <u>and record</u> the characteristics of a local watershed such as average annual rainfall, runoff patterns, aquifers, location of water basins, and surface reservoirs; and	<ul style="list-style-type: none"> <li>• SCI III. B3</li> <li>• SCI V. C1</li> </ul>
(B)	analyze the impact of floods, drought, irrigation, urbanization, and industrialization in a watershed.	
<del>(14)</del>	<del>The student explains how petroleum energy resources affect agriculture. The student is expected to:</del>	<ul style="list-style-type: none"> <li>• Out of scope of plant and soil science, added biofuels to the course</li> </ul>
<del>(A)</del>	<del>research and describe the origin of fossil fuels such as coal, oil, and natural gas;</del>	
<del>(B)</del>	<del>analyze issues regarding the use of fossil fuels and other non-renewable energy sources or alternative energy sources; and</del>	
<del>(C)</del>	<del>analyze the significance and economic impact of the use of fossil fuels and alternative energy sources.</del>	
<u>(14)(15)</u>	The student evaluates components of plant science as they relate to crop production <u>and advancements</u> . The student is expected to:	<ul style="list-style-type: none"> <li>• SCI X. E3</li> </ul>
(A)	analyze <del>plant physiology</del> , genetics and <u>evolution</u> <del>reproduction</del> of various crops;	<ul style="list-style-type: none"> <li>• Moved to new KS 10</li> <li>• SCI III. B3</li> <li>• SCI VI. D1, F2</li> <li>• SCI X. E3</li> </ul>
<u>(B)</u>	<u>identify and classify plants according to taxonomy;</u>	<ul style="list-style-type: none"> <li>• SCI I. E2</li> <li>• SCI V. D1</li> <li>• SCI VI. E1</li> </ul>

(C)-(B)	<u>identify</u> <del>recognize</del> -characteristics related to seed quality such as mechanical damage, viability, and grade;	<ul style="list-style-type: none"> <li>Measurability</li> </ul>
(D)-(C)	identify plant pests and diseases <u>using laboratory equipment such as microscopes, test kits, and technology</u> <del>and their causes, prevention, and treatment</del> ;	<ul style="list-style-type: none"> <li>SCI X. E2</li> <li>Causes, prevention, and treatment redundant to horticulture and greenhouse operations</li> </ul>
(E)-(D)	perform <u>and evaluate</u> plant management practices such as germination tests, plant spacing trials, and fertilizer tests; <del>and</del>	SCI VI. B3
(F)-(E)	measure trends in crop species and varieties grown locally in Texas and the United States and how <u>trends</u> they affect <u>producers</u> <del>agriculture</del> and consumers.; <u>and</u>	<ul style="list-style-type: none"> <li>SCI X. E3</li> </ul>
(G)	<u>identify recent advancements in plant and soil science.</u>	<ul style="list-style-type: none"> <li>Adding recent advancements in food production</li> </ul>
(8) (16)	The student identifies how plants grow and how specialized cells, tissues, and organs develop. The student is expected to:	<ul style="list-style-type: none"> <li>SCI VI. A1</li> </ul>
(A)	<u>identify the unique structure and function of organelles in plant cells;</u>	<ul style="list-style-type: none"> <li>SCI III. B3</li> <li>SCI VI. A1, A3, A6</li> </ul>
(B)	<u>explain the growth and division of plant cells;</u>	<ul style="list-style-type: none"> <li>SCI VI. A4</li> </ul>
(C) (A)	compare cells from different parts of the plant, including roots, stems, <u>flowers</u> , and leaves, to show specialization of structures and functions; and	<ul style="list-style-type: none"> <li>SCI V. D1</li> </ul>
(D) (B)	<u>illustrate</u> <del>sequence</del> the levels of <u>cellular</u> organization in <u>plants</u> <del>multicellular organisms that relate the parts to each other and the whole.</del>	<ul style="list-style-type: none"> <li>Revised for clarity</li> <li>SCI III. B3</li> </ul>
(17)	<del>The student diagrams the structure and function of nucleic acids in the mechanism of genetics. The student is expected to:</del>	<ul style="list-style-type: none"> <li>Redundant to biology</li> </ul>
(A)	<del>describe components of deoxyribonucleic acid (DNA) and illustrate how information for specifying the traits of an organism is carried in DNA;</del>	
(B)	<del>identify and illustrate how changes in DNA cause phenotypic or genotypic changes;</del>	
(C)	<del>compare and contrast genetic variations observed in plants and animals; and</del>	
(D)	<del>compare the processes of mitosis and meiosis and their significance.</del>	
(18)	The student demonstrates skills related to the human, scientific, and technological dimensions of crop production and the resources necessary for producing domesticated plants. The student is expected to:	<ul style="list-style-type: none"> <li>SCI X. E3</li> </ul>
(A)	describe the growth and development of major <u>agricultural</u> crops <u>in Texas such as cotton, corn, sorghum, sugarcane, wheat, and rice;</u>	<ul style="list-style-type: none"> <li>SCI X. E3</li> </ul>

(B)	apply principles of genetics and plant breeding <u>to plant production</u> ;	<ul style="list-style-type: none"> <li>• SCI III. B3</li> <li>• SCI VI. D1</li> </ul>
(C)	<del>illustrate</del> <del>examine</del> the development of crop varieties through the origin of agriculture; <del>and</del>	<ul style="list-style-type: none"> <li>• SCI X. E3</li> <li>• SS I. A2, A3, A4, A6</li> <li>• SS III. A2</li> </ul>
(D)	design and conduct investigations to <del>test</del> <del>support</del> known principles of genetics; <del>and</del>	<ul style="list-style-type: none"> <li>• SCI VI. D1</li> </ul>
(E)	<u>identify and test alternative growing methods such as hydroponics, and aquaponics, used in plant production.</u>	<ul style="list-style-type: none"> <li>• Addressing advancements in plant production</li> </ul>
(19)	<del>The student explains the chemistry involved in plants at the cellular level. The student is expected to:</del>	<ul style="list-style-type: none"> <li>• Redundant to biology</li> </ul>
(A)	<del>compare the structures and functions of different types of organic molecules such as carbohydrates, lipids, proteins, and nucleic acids;</del>	
(B)	<del>compare the energy flow in photosynthesis to the energy flow in cellular respiration; and</del>	
(C)	<del>investigate and identify the effect of enzymes on plant cells.</del>	
(20)	<del>The student identifies the sources and flow of energy through environmental systems. The student is expected to:</del>	<ul style="list-style-type: none"> <li>• Redundant to biology</li> </ul>
(A)	<del>summarize forms and sources of energy;</del>	
(B)	<del>explain the flow of energy in an environment;</del>	
(C)	<del>investigate and explain the effects of energy transformations in an ecosystem; and</del>	
(D)	<del>investigate and identify energy interaction in an ecosystem.</del>	
(7)	<u>The student understands interrelationships between plants, soil, and people in historical and current contexts. The student is expected to:</u>	<ul style="list-style-type: none"> <li>• SCI IV. C1</li> </ul>
(A)	<u>identify major historical milestones of plants and soil in human civilization;</u>	<ul style="list-style-type: none"> <li>• SS I. A2, A3, A4, A6</li> <li>• SS III. A2</li> </ul>
(B)	<u>explain how humans have influenced plant selection and how plant selection has influenced civilization's development;</u>	<ul style="list-style-type: none"> <li>• SS I. A2, A3, A4, A5, A6</li> </ul>
(C)	<u>analyze the effect of soil properties on settlement of civilizations and migration; and</u>	<ul style="list-style-type: none"> <li>• SS I. A2, A3, A4, A6</li> <li>• SS III. A2</li> </ul>
(D)	<u>investigate and explain how plants have shaped major world economies.</u>	<ul style="list-style-type: none"> <li>• SS I. A2, A3</li> <li>• SS I. D</li> <li>• SS III. A2</li> </ul>

(10)	<u>The student develops an understanding of plant <i>physiology</i> and nutrition. The student is expected to:</u>	<ul style="list-style-type: none"> <li>Moved from old 15.A</li> </ul>
(A)	<u>explain the metabolic process of photosynthesis and cellular respiration;</u>	<ul style="list-style-type: none"> <li>SCI III. B3</li> <li>SCI VI. B3, B4, B6, F2, G3</li> <li>SCI X. A6</li> </ul>
(B)	<u>identify the role of mineral nutrition in the soil for plant development;</u>	<ul style="list-style-type: none"> <li>SCI VI. G2</li> </ul>
(C)	<u>identify the essential nutrients in soil; and</u>	<ul style="list-style-type: none"> <li>SCI VI. G2</li> </ul>
(D)	<u>describe the role of macronutrients and micronutrients in plants.</u>	<ul style="list-style-type: none"> <li>SCI VI. G2</li> </ul>
(9)	<u>The student develops a knowledge of plant anatomy and functions. The student is expected to:</u>	
(A)	<u>describe the structure and function of plant parts, including roots, stems, leaves, flowers, fruits, and seeds;</u>	<ul style="list-style-type: none"> <li>SCI VI. F2</li> </ul>
(B)	<u>differentiate the anatomy of monocots and dicots;</u>	<ul style="list-style-type: none"> <li>SCI V. D1</li> </ul>
(C)	<u>compare the various propagation methods for plants; and</u>	<ul style="list-style-type: none"> <li>SCI V. D1</li> <li>SCI VI. F2</li> </ul>
(D)	<u>identify the functions of modified plant structures such as tubers, rhizomes, pseudo stems and pitchers.</u>	<ul style="list-style-type: none"> <li>SCI VI. F2</li> </ul>

**§127.XXX. Viticulture (One Credit), Adopted 2024.**

TEKS with edits		Work Group Comments/Rationale
(a)	<u>General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Agriculture, Food and Natural Resources. Students shall be awarded one credit for successful completion of this course.</u>	Recommend: Allow combining with the Agricultural Laboratory and Field Experience
(b)	<u>Introduction.</u>	
(1)	<u>Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</u>	
(3)	<u>Viticulture is a course designed to provide students with the academic and technical knowledge and skills that are required to pursue a career related to vineyard operations, grape cultivation, and related industries that contribute to the Texas economy. Students in Viticulture develop an understanding of grape production techniques and practices, while emphasizing environmental science related to production decisions. To prepare for success, students need opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.</u>	<ul style="list-style-type: none"> <li>Removed as numbers may change over time</li> </ul>
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>identify career and entrepreneurship opportunities for a chosen occupation in the field of viticulture and develop a plan for obtaining the education, training, and certifications required;</u>	<ul style="list-style-type: none"> <li>Consistency</li> <li>Increase rigor</li> </ul>
(B)	<u>model professionalism by continuously exhibiting appropriate work habits, solving problems, taking initiative, communicating effectively, listening actively, and thinking critically;</u>	<ul style="list-style-type: none"> <li>Moved from 1.D</li> <li>Increase rigor</li> <li>Consistency</li> <li>CCRS: ELA.IV.A.4</li> </ul>



(C)	<u>model appropriate personal and occupational safety and health practices and explain the importance of established safety and health protocols for the workplace;</u>	<ul style="list-style-type: none"> <li>• Increase rigor</li> <li>• Consistency</li> <li>• CCRS: ELA.IV.A.4; S.I.C.2.b</li> </ul>
(D)	<u>analyze and interpret the rights and responsibilities, including ethical conduct and legal responsibilities of employers and employees; and</u>	<ul style="list-style-type: none"> <li>• Moved to 1.B</li> <li>• Increase rigor</li> <li>• CCRS: ELA.IV.A.4</li> </ul>
(E)	<u>analyze the importance of exhibiting good citizenship and describe the effects of good citizenship on the development of home, school, workplace, and community.</u>	<ul style="list-style-type: none"> <li>• Increase rigor</li> <li>• Consistency</li> <li>• CCRS: ELA.IV.A.4</li> <li>• SS I. C3</li> <li>• CDS 1. E2, E4</li> </ul>
(2)	<u>The student develops a supervised agricultural experience program. The student is expected to:</u>	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(A)	<u>plan, propose, conduct, document, and evaluate a supervised agricultural experience program as an experiential learning activity;</u>	<ul style="list-style-type: none"> <li>• Consistency</li> <li>• CCRS: ELA.V</li> </ul>
(B)	<u>use appropriate record-keeping skills in a supervised agricultural experience program;</u>	<ul style="list-style-type: none"> <li>• Consistency</li> <li>• CCRS: M.IV.B.1</li> </ul>
(C)	<u>participate in youth agricultural leadership opportunities;</u>	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(D)	<u>review and participate in a local program of activities; and</u>	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(E)	<u>create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.</u>	<ul style="list-style-type: none"> <li>• Consistency</li> </ul>
(3)	<u>The student understands the history and progression of the viticulture industry. The student is expected to:</u>	<ul style="list-style-type: none"> <li>• Added to provide background knowledge and industry history</li> </ul>
(A)	<u>trace relevant historical advancements in viticulture as they relate to current industry practices;</u>	<ul style="list-style-type: none"> <li>• SS I. A3</li> <li>• SCI IV. A1</li> </ul>
(B)	<u>research and identify emerging technology in the viticulture industry; and</u>	<ul style="list-style-type: none"> <li>• ELA V. A1, A2</li> <li>• SCI III. D1</li> <li>• SCI IV. A1</li> <li>• CDS II. E1, E4</li> </ul>
(C)	<u>identify current trends affecting the viticulture industry.</u>	
(4)	<u>The student explains the production cycle and basic physiology of grapevines. The student is expected to:</u>	<ul style="list-style-type: none"> <li>• SCI X. E3</li> </ul>
(A)	<u>apply asexual propagation techniques used in the production of domesticated grapes;</u>	
(B)	<u>identify the major vegetative and reproductive structures of grapevines;</u>	<ul style="list-style-type: none"> <li>• SCI I. E2</li> </ul>

(C)	<u>describe the annual vegetative growth and reproductive cycle of grapevines;</u>	<ul style="list-style-type: none"> <li>• SCI I. E2</li> <li>• SCI VI. E1</li> </ul>
(D)	<u>explain how environmental conditions influence grapevine vegetative and reproductive growth; and</u>	
(E)	<u>describe the use of training systems in vineyard production.</u>	
(5)	<u>The student analyzes vineyard design and development. The student is expected to:</u>	<ul style="list-style-type: none"> <li>• SCI X. E3</li> </ul>
(A)	<u>identify the site characteristics required for successful vineyard production;</u>	<ul style="list-style-type: none"> <li>• SCI X. E1, E4</li> </ul>
(B)	<u>evaluate the soil and climatic characteristics of a potential vineyard site to determine if it is suitable for vineyard production;</u>	<ul style="list-style-type: none"> <li>• SCI X. E1, E4</li> </ul>
(C)	<u>identify and research successful vineyards in other parts of the world with soil and climate characteristics similar to local conditions; and</u>	<ul style="list-style-type: none"> <li>• ELA V. A1, A2</li> <li>• SS I. A1</li> <li>• SCI III. D1</li> <li>• SCI X. E1, E4</li> </ul>
(D)	<u>develop a vineyard design and installation plan.</u>	<ul style="list-style-type: none"> <li>• SCI X. E1, E4</li> </ul>
(6)	<u>The student evaluates technology and practices utilized for vineyard frost protection. The student is expected to:</u>	<ul style="list-style-type: none"> <li>• SCI X. E3</li> <li>• CDS II. E1, E4</li> </ul>
(A)	<u>describe the environmental conditions that lead to plant cold injury;</u>	
(B)	<u>identify frost damage in grapevines and effective frost damage mitigation techniques;</u>	
(C)	<u>differentiate advection and radiation frost events;</u>	
(D)	<u>evaluate passive frost protection techniques employed in vineyards;</u>	
(E)	<u>evaluate active frost protection techniques employed in vineyards; and</u>	
(F)	<u>analyze the cost effectiveness of frost protection systems.</u>	
(7)	<u>The student demonstrates vineyard management techniques. The student is expected to:</u>	<ul style="list-style-type: none"> <li>• SCI X. E3</li> </ul>
(A)	<u>identify and demonstrate safe and appropriate usage of vineyard tools;</u>	<ul style="list-style-type: none"> <li>• More measurable</li> </ul>
(B)	<u>describe dormant pruning of grapevines as an effective method for minimizing crop loss due to frost;</u>	<ul style="list-style-type: none"> <li>• Clarity</li> </ul>
(C)	<u>identify grapevine-training techniques such as spur and cane pruning; and</u>	
(D)	<u>explain the use of technology in modern vineyard production systems.</u>	<ul style="list-style-type: none"> <li>• CDS II. E1, E4</li> </ul>

(8)	<u>The student develops an integrated pest management plan for vineyards. The student is expected to:</u>	<ul style="list-style-type: none"> <li>• SCI X. E3</li> </ul>
(A)	<u>identify the common insect pests and diseases found in vineyards;</u>	
(B)	<u>identify common animal pests problematic in vineyards;</u>	
(C)	<u>evaluate the components of integrated pest management related to vineyards;</u>	<ul style="list-style-type: none"> <li>• SCI X. E2</li> </ul>
(D)	<u>explain cultural practices for vineyard pest control; and</u>	<ul style="list-style-type: none"> <li>• SCI X. E2</li> </ul>
(E)	<u>describe the safe and effective usage of pesticides in vineyards.</u>	<ul style="list-style-type: none"> <li>• SCI X. E2</li> </ul>
(9)	<u>The student examines soil properties and soil fertility as it relates to vineyards production systems. The student is expected to:</u>	<ul style="list-style-type: none"> <li>• SCI X. E3</li> </ul>
(A)	<u>explain the concepts of soil type, soil texture, and basic soil chemistry;</u>	<ul style="list-style-type: none"> <li>• SCI X. E5</li> </ul>
(B)	<u>identify the essential nutrients required by grapevines;</u>	
(C)	<u>describe the relationship between soil properties and fertility;</u>	<ul style="list-style-type: none"> <li>• SCI X. E4</li> </ul>
(D)	<u>calculate the fertilizer needs of grapevines;</u>	<ul style="list-style-type: none"> <li>• MATH I. A2, C2</li> <li>• MATH VII. B1, D1</li> <li>• MATH IX. B1, B3</li> <li>• SCI VII. I2</li> </ul>
(E)	<u>develop and present a vineyard fertilization plan; and</u>	<ul style="list-style-type: none"> <li>• SCI X. E4</li> </ul>
(F)	<u>identify the practices of organic vineyards.</u>	<ul style="list-style-type: none"> <li>• SCI X. E3, E4</li> </ul>
(10)	<u>The student evaluates water requirements vineyards and associated climatic factors. The student is expected to:</u>	<ul style="list-style-type: none"> <li>• SCI X. E3</li> </ul>
(A)	<u>explain the water requirements of grapevines;</u>	<ul style="list-style-type: none"> <li>• SCI X. E4</li> </ul>
(B)	<u>compare grape varieties that thrive in local soil and weather conditions;</u>	<ul style="list-style-type: none"> <li>• More measurable</li> <li>• SCI V. D1</li> <li>• SCI VI. E1</li> <li>• SCI VI. E1</li> </ul>
(C)	<u>analyze the influence of soil properties and climate on vineyard water usage;</u>	<ul style="list-style-type: none"> <li>• SCI X. E1, E4, E5</li> </ul>
(D)	<u>describe irrigation strategies used in vineyards;</u>	<ul style="list-style-type: none"> <li>• SCI X. E4</li> </ul>
(E)	<u>identify the water resources required for vineyards;</u>	<ul style="list-style-type: none"> <li>• SCI X. E4</li> </ul>
(F)	<u>describe methods of determining soil moisture; and</u>	

<u>(G)</u>	<u>calculate the irrigation needs of vineyards based on soil and climate.</u>	<ul style="list-style-type: none"><li>• MATH I. A2, C2</li><li>• MATH VII. D1</li><li>• MATH IX. B1, B3</li></ul>
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DRAFT

## Career and Technical Education TEKS Review Draft Recommendations

Texas Essential Knowledge and Skills (TEKS) for Career and Technical Education (CTE) Draft Recommendations

CTE Courses that Satisfy Science Graduation Requirements Work Group

Courses:

Principles of Technology

Scientific Research and Design

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The document reflects revisions to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education’s TEKS review work groups for two courses that can satisfy a graduation requirement in science: **Principles of Technology and Scientific Research and Design**.

Proposed additions are shown in green font with underline (additions). Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple italicized font with underlines (*new text location*). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. The following notations may be used as part of the explanations.

<b>Abbreviation</b>	<b>Description</b>
CCRS	refers to the College and Career Readiness Standards
Cross	refers to the cross disciplinary standards for the CCRS
ELA	refers to English language arts
Gap Analysis	refers to gap analysis report on essential knowledge and skills aligned to in-demand high-wage occupations
KS	refers to knowledge and skills statement
SE	refers to student expectation
IPC	refers to Integrated Physics and Chemistry

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<b>Course</b>	<b>Pages</b>
Principles of Technology ( <i>Proposed new course title: Applied Physics and Engineering</i> )	2–14
Scientific Research and Design	15–24

§127.745. Applied Physics and Engineering Principles of Technology (One Credit), Adopted 2024 ~~2015~~.

TEKS with edits		Work Group Comments/Rationale
(a)	<p>General requirements. This course is recommended for students in Grades 10-12. Prerequisites: one credit of <del>high school science</del> Algebra I <u>and two credits of high school science</u>. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.</p>	<p>Change of course title to reflect alignment to physics and engineering and avoid confusion with technology = IT and reflects the higher rigor than a principles course.</p> <p>Prerequisites: two course option, move out of level one for program of study refresh.</p> <p>Added two credits of high school science so students have flexibility.</p> <p>Quite a bit of math in the course so leaving Algebra I was a prereq is necessary. In order to meet the CCRS students need to meet the foundation requirements for Physics.</p>
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.	Outcome based on Program of Study Refresh may or may not require this to be edited.
(3)	In <u>Principles of Engineering and Applied Physics</u> , <del>Principles of Technology</del> , students will conduct laboratory and field investigations, use scientific <u>and engineering</u> practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations for at least 40% of instructional time using safe practices.	To incorporate engineering practices

(4)	<p><u>Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.</u></p>	
(5)	<p><u>Scientific hypotheses and theories. Students are expected to know that:</u></p>	
(A)	<p><u>hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and</u></p>	
(B)	<p><u>scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.</u></p>	
(6)	<p><u>Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.</u></p>	
(A)	<p><u>Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.</u></p>	
(B)	<p><u>Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.</u></p>	

(7)	<u>Science and social ethics. Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).</u>	
(8)	<u>Science consists of recurring themes and making connections between overarching concepts. Recurring themes include systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and provide tools for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.</u>	
<del>(4)</del>	<del>Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable by empirical science.</del>	
<del>(5)</del>	<del>Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation are experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked.</del>	
<del>(6)</del>	<del>Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).</del>	
<del>(7)</del>	<del>A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.</del>	



(9) <del>(8)</del>	Students are encouraged to participate in extended learning experiences such as career and technical student organizations, <del>and</del> other leadership or extracurricular organizations, <u>or practical, hands-on activities or experiences through which a learner interacts with industry professionals in a workplace, which may be an in-person, virtual, or simulated setting. Learners prepare for employment or advancement along a career pathway by completing purposeful tasks that develop academic, technical, and employability skills.</u>	Includes the Tri-Agency Continuum of Work-Based Learning
(10) <del>(9)</del>	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	demonstrate knowledge of how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession;	
(B)	show the ability to cooperate, contribute, and collaborate as a member of a group in an effort to achieve a positive collective outcome;	CCRS Cross Disp IE.2
(C)	present written and oral communication in a clear, concise, and effective manner;	CCRS ELA, IA.3, IA.5, 3A.4, 3.A4 CCRS Cross Disp IIB.1
(D)	demonstrate time-management skills in prioritizing tasks, following schedules, and performing goal-relevant activities in a way that produces efficient results; and	
(E)	demonstrate punctuality, dependability, reliability, and responsibility in performing assigned tasks as directed.	
(2)	<u>Scientific and engineering practices. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:</u>	
(A)	<u>ask questions and define problems based on observations or information from text, phenomena, models, or investigations;</u>	CCRS ELA IIA.1, IIA.2
(B)	<u>apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;</u>	

(C)	<u>use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;</u>	
(D)	<u>use appropriate tools such as ammeters, balances, ballistic carts or equivalent, batteries, calipers, Celsius thermometers, consumable chemicals, collision apparatus, computers and modeling software, constant velocity cars, data acquisition probes and software, discharge tubes with power supply (H, He, Ne, Ar), dynamics and force demonstration equipment, electroscopes, electrostatic generators, electrostatic kits, friction blocks, graphing technology, hand-held visual spectrometers, hot plates, iron filings, laser pointers, light bulbs, macrometers, magnets, magnetic compasses, mass sets, metric rulers, meter sticks, models and diagrams, motion detectors, multimeters, optics bench, optics kit, optic lenses, pendulums, photogates, plane mirrors, polarized film, prisms, protractors, resistors, ripple tank with wave generators, rope or string, scientific calculators, simple machines, slinky springs, springs, spring scales, standard laboratory glassware, stopwatches, switches, tuning forks, timing devices, trajectory apparatus, voltmeters, wave motion ropes, wires, or other equipment and materials that will produce the same results.</u>	Align to Physics and Integrated Chemistry and Physics TEKS (c)(1)(D)
(E)	<u>collect quantitative data using the International System of Units (SI) and qualitative data as evidence;</u>	CCRS Math IVA.1
(F)	<u>organize quantitative and qualitative data using notebooks or engineering journals, bar charts, line graphs, scatter plots, data tables, equations, conceptual mathematical relationships, labeled drawings and diagrams, graphic organizers such as Venn diagrams.</u>	Align to Physics and Integrated Chemistry and Physics TEKS (c)(1)(F) Matches course Maybe come back to conceptual mathematical relationships
(G)	<u>develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and</u>	
(H)	<u>distinguish between <del>among</del> scientific hypotheses, theories, and laws.</u>	Added “between” to match the language in other courses for this SE
(3)	<u>Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:</u>	
(A)	<u>identify advantages and limitations of models such as their size, scale, properties, and materials;</u>	
(B)	<u>analyze data by identifying significant statistical features, patterns, sources of error, and limitations;</u>	CCRS Math IC.1, VIB.3, VIB.4, VIIIA.1

(C)	<u>use mathematical calculations to assess quantitative relationships in data; and</u>	CCRS Math IID.1, IID.2
(D)	<u>evaluate experimental and engineering designs.</u>	
(4)	<u>Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:</u>	
(A)	<u>develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;</u>	
(B)	<u>communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and</u>	CCRS IA.1, IA.3, IA.5, IIIA.3
(C)	<u>engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.</u>	
(5)	<u>Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. The student is expected to:</u>	
(A)	<u>analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;</u>	CCRS ELA, IA.3
(B)	<u>relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists as related to the content; and</u>	
(C)	<u>research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field in order to investigate STEM careers.</u>	CCRS ELA IIA.1, IIA.4 CCRS Math XB.3
<del>(2)</del>	<del>The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:</del>	
<del>(A)</del>	<del>demonstrate safe practices during laboratory and field investigations; and</del>	
<del>(B)</del>	<del>demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials.</del>	
<del>(3)</del>	<del>The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:</del>	

(A)	know the definition of science and understand that it has limitations, as specified in subsection (b)(4) of this section;	
(B)	know that hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power, which have been tested over a wide variety of conditions, are incorporated into theories;	
(C)	know that scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but may be subject to change as new areas of science and new technologies are developed;	
(D)	distinguish between scientific hypotheses and scientific theories;	
(E)	design and implement investigative procedures, including making observations, asking well defined questions, formulating testable hypotheses, identifying variables, selecting appropriate equipment and technology, and evaluating numerical answers for reasonableness;	
(F)	collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as multimeters (current, voltage, resistance), balances, batteries, dynamics demonstration equipment, collision apparatus, lab masses, magnets, plane mirrors, convex lenses, stopwatches, trajectory apparatus, graph paper, magnetic compasses, protractors, metric rulers, spring scales, thermometers, and slinky springs;	
(G)	use a wide variety of additional course equipment as appropriate such as ripple tank with wave generator, wave motion rope, tuning forks, hand held visual spectrometers, discharge tubes with power supply (H, He, Ne, Ar), electromagnetic spectrum charts, laser pointers, micrometer, caliper, computer, data acquisition probes, scientific calculators, graphing technology, electrostatic kits, electroscopes, inclined plane, optics bench, optics kit, polarized film, prisms, pulley with table clamp, motion detectors, photogates, friction blocks, ballistic carts or equivalent, resonance tube, stroboscope, resistors, copper wire, switches, iron filings, and/or other equipment and materials that will produce the same results;	
(H)	make measurements and record data with accuracy and precision using scientific notation and International System (SI) units;	
(I)	organize, evaluate, and make inferences from data, including the use of tables, charts, and graphs;	

<del>(J)</del>	<del>communicate valid conclusions supported by the data through various methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports; and</del>	
<del>(K)</del>	<del>express relationships among physical variables quantitatively, including the use of graphs, charts, and equations.</del>	
<del>(4)</del>	<del>The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:</del>	
<del>(A)</del>	<del>analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;</del>	
<del>(B)</del>	<del>communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials;</del>	
<del>(C)</del>	<del>explain the impacts of the scientific contributions of a variety of historical and contemporary scientists on scientific thought and society;</del>	
<del>(D)</del>	<del>research and describe the connections between physics and future careers; and</del>	
<del>(E)</del>	<del>express, manipulate, and interpret relationships symbolically to make predictions and solve problems mathematically.</del>	
<u>(6)</u>	<u>The student thinks critically and creatively to devise a system or process in applying fundamental engineering designs needed for a project to meet desired needs and specifications within constraints. The student is expected to:</u>	Insert Applied Engineering TEKS 6, took concepts from secondary course and college expectations to make sure the design process, evaluative efforts and customer focus was added.
<u>(A)</u>	<u>apply the design process to multiple solutions or prototypes through the development and initial planning, executing, monitoring and controlling, and evaluating, improving upon and closing a project;</u>	
<u>(B)</u>	<u>use problem-solving techniques to develop technological solutions;</u>	CCRS Math VIII.C.1, VIII.C.2
<u>(C)</u>	<u>create, conduct, and communicate the findings of a customer needs assessment in writing and through collaborative conversation; and</u>	CCRS ELA IA.2, IA.3, IA.5, IIIA.2, IIIA.1, IIIA.2,
<u>(D)</u>	<u>assess the risks or trade-offs and benefits of a design solution, such as accessibility, aesthetics, codes, cost, functionality, ethical considerations, or sustainability.</u>	
<u>(7)</u> <del>(5)</del>	The student uses the scientific <u>and engineering practices</u> <del>process</del> to investigate physical concepts <u>and phenomena</u> . The student is expected to:	Engineering practices brings in concept of applying physics

(A)	<del>develop and test</del> <u>develop and test</u> <del>demonstrate an understanding that</del> scientific <u>and engineering</u> hypotheses <del>are tentative and testable statements</del> that must be capable of being supported by observational evidence;	Included engineering and better verb choice
(B)	<u>compare</u> <del>demonstrate an understanding that</del> scientific theories <u>and apply them appropriately</u> <del>are</del> based on physical phenomena; <u>such as wave behavior and heat transfer.</u> <del>and are capable of being tested by multiple independent researchers;</del>	Better verb usage,
(C)	<u>design procedures to conduct an investigation</u> <del>design and implement investigative procedures;</del>	Better verb choice
<del>(D)</del>	<del>demonstrate the appropriate use and care of laboratory equipment;</del>	This SE is covered in 2.C.
<del>(D)</del> (E)	<u>perform</u> <del>demonstrate</del> accurate measurements <u>techniques</u> using precision instruments <u>and proper</u> <u>techniques</u> ;	
<del>(F)</del>	<del>record data using scientific notation and International System (SI) of units;</del>	This SE is covered in 2.E.
(E) (G)	identify and quantify causes and effects of uncertainties in measured data;	
(F) (H)	<u>analyze and interpret</u> <del>organize and evaluate</del> data, <del>including the use of</del> <u>using</u> equations, tables, charts, and graphs <u>to reveal potential patterns, trends, and sources of error</u> ;	Organize was deleted since included in SE 2.F. Added interpret to allow students to find potential patterns, trends, and sources of error.
(G) (I)	communicate conclusions supported through various methods such as laboratory reports, labeled drawings, graphic organizers, journals, summaries, oral reports, or technology-based reports; <del>and</del>	CCRS ELA IA.5
<del>(I)</del>	<del>record, express, and manipulate data using graphs, charts, and equations.</del>	Covered in other SE 2.F
(8) <del>(6)</del>	The student demonstrates appropriate safety techniques in the field and laboratory environments. The student is expected to:	
<del>(A)</del>	<del>master relevant safety procedures;</del>	Redundant with Science and Engineering safety KSs and SEs
(A) <del>(B)</del>	<del>comply</del> <u>locate and use</u> <del>with</del> safety guidelines as described in various manuals, instructions, and regulations;	Strong verb usage
(B) <del>(C)</del>	identify, <del>and</del> classify, <u>and properly dispose of</u> hazardous materials and wastes; and	rephrased parts of 6C to be in 6B
(C) <del>(D)</del>	<u>evaluate factors such as cost, recyclability and disposal when</u> <del>making prudent</del> choices in the conservation and use of resources <del>and the appropriate disposal of hazardous materials and wastes.</del>	Listed examples of conservation and what students should do i.e. evaluate the use

<del>(9) (7)</del>	The student describes and applies the laws governing motion in a variety of situations. The student is expected to:	
(A)	generate and interpret relevant equations using graphs and charts for one <del>and two-dimensional motion, including:</del>	CCRS Math IID.1, VIB.2, VIC.2
<del>(B) (i)</del>	<u>define scalar and vector quantities</u> using and describing one-dimensional equations and graphical vector addition for displacement, distance, speed, velocity, average velocity, frames of reference, acceleration, and average acceleration;	Post-secondary instructors want to see entry level students have more knowledge on these topics CCRS Math IIIC.1, IVC.3, IXC.1, IXC.2
<del>(C) (ii)</del>	<u>generate and interpret relevant equations using graphs and charts for two-dimensional motion, including:</u>	One-dimensional and two-dimensional motion are best covered separately
<del>(D)</del>	<u>explain and apply concepts of</u> <del>using and describing</del> two-dimensional equations <del>for</del> <u>using</u> projectile and circular motion <u>with vectors</u> ; and	CCRS Math IID.1, VIB.2, VIC.2
<del>(E) (iii)</del>	<del>using and describing vector forces and resolution; and</del>	Covered in 7(A)(i) and 7(A)(ii). Resolution is a topic to cover in another course
<del>(B)</del>	<del>describe and calculate the effects of forces on objects, including law of inertia and impulse and conservation of momentum, using methods, including free-body force diagrams.</del>	
(F)	<u>explain and apply the concepts of equilibrium and inertia as represented by Newton's first law of motion using relevant real-world examples such as rockets, satellites, and automobile safety devices;</u>	From Physics 5.E.
(G)	<u>conduct investigations that include calculations to observe the effect of forces on objects, including tension, friction, normal, gravity, centripetal, and applied forces, using free body diagrams and the relationship between force and acceleration as represented by Newton's second law of motion;</u>	From Physics 5.F. Reinforces the hands-on nature of this course. Reword indicate the role calculations play in standard CCRS Math IID.1, VIB.2, VIC.2
(H)	<u>conduct or design investigations such as those that involve rockets, tug-of-war, or balloon cars to illustrate and analyze the simultaneous forces between two objects as represented in Newton's third law of motion using free body diagrams;</u>	From Physics 5.G. Reinforces the hands-on nature of this course.
(I)	<u>design a model such as one that involves planetary motion to determine how the magnitude of force between two objects depends on their masses and the distance between their centers, and predict the effects on objects in linear and orbiting systems using Newton's law of universal gravitation.</u>	From Physics 5.H. Reinforces the hands-on nature of this course.

(J)	<u>apply engineering practices to conservation of momentum and impulse concepts to design, evaluate, and refine a device to minimize the net force on objects during collisions such as those that occur during vehicular accidents, sports activities, or the dropping of personal electronic devices; and</u>	From IPC 5.C. Reinforces hands-on nature of this course.
(K)	<i>describe and calculate the mechanical energy of, the power generated within, the impulse applied to, and the momentum of a physical system. <del>;</del> and</i>	Moved from 9.C.
(10) (8)	The student describes the nature of forces in the physical world. The student is expected to:	
(A)	<del>describe the concepts of gravitational, electromagnetic, weak nuclear, and strong nuclear forces;</del>	No longer in Physics TEKS
(B)	<del>describe and calculate the magnitude of gravitational forces between two objects;</del>	Covered in 7.J.
(A) (C)	<u>predict how the magnitude of the electric force between two objects depends on their charges and the distance between their centers using Coulomb's law;</u> <del>describe and calculate the magnitude of electric forces;</del>	Brought in from Physics TEKS 6.A
(E) (D)	<u>build models such as generators, motors, and transformers that show how electric, magnetic, and electromagnetic forces and fields work in everyday life.</u> <del>describe the nature and identify everyday examples of magnetic forces and fields;</del>	Brought in from Physics TEKS 6.B
(E)	<del>describe the nature and identify everyday examples of electromagnetic forces and fields;</del>	Covered in 8.D
(B) (F)	<u>test a variety of</u> <del>characterize</del> materials <u>to determine conductive or insulative properties</u> <del>as conductors or insulators</del> based on their electric properties; <del>and</del>	Brings in engineering practice
(C) (G)	<u>use engineering principles to design, evaluate, and refine series and parallel circuits using schematics, digital resources, and materials such as switches, wires, resistors, lightbulbs, batteries, multimeters, voltmeters, and ammeters;</u> <del>design and construct both series and parallel circuits and calculate current, potential difference, resistance, and power of various circuits</del>	From Physics TEKS 6.C. and brings in engineering practice
(D)	<u>construct both series and parallel circuits and use Ohm's Law to calculate current, potential difference, resistance, and power of various real-world circuits such as models of in-home wiring, automobile wiring, and simple electrical devices; and</u>	Combines Physics and IPC TEKS and real-world and hands on



(11) (9)	The student describes and applies the laws of the conservation of energy <del>and momentum</del> . The student is expected to:	
(A)	describe the transformational process between work, potential energy, and kinetic energy (work-energy theorem);	
(B)	<del>use examples to</del> analyze and calculate the relationships among work, kinetic energy, and potential energy <u>using examples; and</u>	
(C)	<del>describe and calculate the mechanical energy of, the power generated within, the impulse applied to, and the momentum of a physical system; and</del>	Moved to 7.L
(C) (D)	describe and apply the laws of conservation of energy <u>to a physical system</u> <del>and conservation of momentum</del> .	Momentum is covered in 7.K
(12) (10)	The student analyzes the concept of thermal energy. The student is expected to: <del>explain technological examples such as solar and wind energy that illustrate the four laws of thermodynamics and the processes of thermal energy transfer.</del>	Expand thermal energy since it is important in real-world engineering applications
(A)	<u>explain the laws of thermodynamics and how they relate to systems such as engines, heat pumps, refrigeration, solar, and heating and air conditioning;</u>	
(B)	<u>investigate and demonstrate the movement of thermal energy through various states of matter by convection, conduction, and radiation through environmental and man-made systems; and</u>	From IPC TEKS 6.D
(C)	<u>apply engineering principles to design, construct, and test a device or system that either minimizes or maximizes thermal energy consumption and perform a cost-benefit analysis such as comparing materials, energy sources that are renewable and nonrenewable.</u>	Brings in engineering application
(13) (11)	The student analyzes the properties of wave motion and optics. The student is expected to:	
(A)	examine and describe oscillatory motion <u>using pendulums</u> and wave propagation in various types of media;	
(B)	investigate and analyze characteristics of waves, including period, velocity, frequency, amplitude, and wavelength;	
(C)	investigate and calculate the relationship between wave speed, frequency, and wavelength;	
(D)	compare <del>and contrast</del> the characteristics and behaviors of transverse waves, including electromagnetic waves and the electromagnetic spectrum, and longitudinal waves, including sound waves;	

(E)	investigate <b>and explain</b> behaviors of waves, including reflection, refraction, diffraction, interference, resonance, polarization, and the Doppler effect; and	
(F)	describe and predict image formation as a consequence of reflection from a plane mirror and refraction through a thin convex lens.	
<del>(12)</del>	<del>The student analyzes the concepts of atomic, nuclear, and quantum phenomena. The student is expected to:</del>	Covered in Chemistry and IPC TEKS
<del>(A)</del>	<del>describe the photoelectric effect and the dual nature of light;</del>	
<del>(B)</del>	<del>compare and explain emission spectra produced by various atoms;</del>	
<del>(C)</del>	<del>calculate and describe the applications of mass energy equivalence;</del>	
<del>(D)</del>	<del>describe the process of radioactive decay given an isotope and half life;</del>	
<del>(E)</del>	<del>describe the role of mass energy equivalence for areas such as nuclear stability, fission, and fusion; and</del>	
<del>(F)</del>	<del>explore technology applications of atomic, nuclear, and quantum phenomena using the standard model such as nuclear stability, fission, and fusion; nanotechnology, radiation therapy, diagnostic imaging, semiconductors, superconductors, solar cells, and nuclear power.</del>	

**§127.758. Scientific Research and Design (One Credit), Adopted 2024 2015.**

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course. Students may take this course with different course content for a maximum of three credits.	Prereq in math discussion: Algebra I plus one additional math, does the course require a higher level of math.
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.	This course is in several programs of study. May need to remove or rethink Career Cluster
(3)	Scientific Research and Design is a broad-based course designed to allow districts and schools <b>considerable</b> flexibility to develop local curriculum to supplement <b>any</b> program of study or coherent sequence. The course has the components of any rigorous scientific or <b>career and technical education (CTE) engineering</b> program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. All of these components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education.	Wanted to include more than just one program of study
(4)	<u>Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.</u>	
(5)	<u>Scientific hypotheses and theories. Students are expected to know that:</u>	
(A)	<u>hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and</u>	

(B)	<u>scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.</u>	
(6)	<u>Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.</u>	CCRS Science IB.1
(A)	<u>Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.</u>	
(B)	<u>Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.</u>	
(7)	<u>Science and social ethics. Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).</u>	
(8)	<u>Science consists of recurring themes and making connections between overarching concepts. Recurring themes include systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and provide tools for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.</u>	
(4)	<del>Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.</del>	

(5)	<del>Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation are experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked.</del>	
(6)	<del>Scientific decision-making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).</del>	
(7)	<del>A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.</del>	
(9) (8)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations, and other leadership or extracurricular organizations, or practical, hands-on activities or experiences through which a learner interacts with industry professionals in a workplace, which may be an in-person, virtual, or simulated setting. Learners prepare for employment or advancement along a career pathway by completing purposeful tasks that develop academic, technical, and employability skills.</u>	
(10) (9)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	demonstrate knowledge of how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession;	
(B)	show the ability to cooperate, contribute, and collaborate as a member of a group in an effort to achieve a positive collective outcome;	CCRS Math 2B.1
(C)	present written and oral communication in a clear, concise, and effective manner;	
(D)	demonstrate time-management skills in prioritizing tasks, following schedules, and performing goal-relevant activities in a way that produces efficient results; and	
(E)	demonstrate punctuality, dependability, reliability, and responsibility in performing assigned tasks as directed.	

(2)	<u>Scientific and engineering practices. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:</u>	
(A)	<u>ask questions and define problems based on observations or information from text, phenomena, models, or investigations;</u>	
(B)	<u>apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;</u>	
(C)	<u>use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;</u>	
(D)	<u>use appropriate tools such as <a href="#">measurement and data collection tools, software, sensors, probes, microscopes, cameras, glassware etc.</a>;</u>	Somewhat vague...b/c of all POS.
(E)	<u>collect quantitative data using the International System of Units (SI) and qualitative data as evidence;</u>	
(F)	<u>organize quantitative and qualitative data using <a href="#">notebooks, journals, graphs, charts, tables, spreadsheets, and drawings and models</a>;</u>	Listed general ways to organize since it is in several programs of study
(G)	<u>develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and</u>	
(H)	<u>distinguish among scientific hypotheses, theories, and laws.</u>	
(3)	<u>Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:</u>	
(A)	<u>identify advantages and limitations of models such as their size, scale, properties, and materials;</u>	
(B)	<u>analyze data by identifying significant statistical features, patterns, sources of error, and limitations;</u>	
(C)	<u>use mathematical calculations to assess quantitative relationships in data; and</u>	
(D)	<u>evaluate experimental and engineering designs.</u>	

(4)	<u>Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:</u>	
(A)	<u>develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;</u>	
(B)	<u>communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and</u>	
(C)	<u>engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.</u>	
(5)	<u>Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. The student is expected to:</u>	
(A)	<u>analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;</u>	
(B)	<u>relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists as related to the content; and</u>	
(C)	<u>research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field in order to investigate STEM careers.</u>	
<del>(2)</del>	<del>The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:</del>	
<del>(A)</del>	<del>demonstrate safe practices during laboratory and field investigations; and</del>	
<del>(B)</del>	<del>demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials.</del>	
<del>(3)</del>	<del>The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:</del>	
<del>(A)</del>	<del>know the definition of science and understand that it has limitations, as specified in subsection (b)(4) of this section;</del>	

(B)	know that scientific hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power which have been tested over a wide variety of conditions are incorporated into theories;	
(C)	know that scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly reliable explanations, but may be subject to change as new areas of science and new technologies are developed;	
(D)	distinguish between scientific hypotheses and scientific theories;	
(E)	plan and implement descriptive, comparative, and experimental investigative procedures, including making observations, asking well-defined questions, formulating testable hypotheses, identifying variables, selecting appropriate equipment and technology, and evaluating numerical answers for reasonableness;	
(F)	collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, and meter sticks;	
(G)	analyze, evaluate, make inferences, and predict trends from data;	
(H)	identify and quantify causes and effects of uncertainties in measured data;	
(I)	organize and evaluate data and make inferences from data, including the use of tables, charts, and graphs; and	
(J)	communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports.	
(4)	The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	
(A)	in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing; including examining all sides of scientific evidence of those scientific explanations; so as to encourage critical thinking;	
(B)	communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials;	



<del>(C)</del>	<del>draw inferences based on data related to promotional materials for products and services;</del>	
<del>(D)</del>	<del>explain the impacts of the scientific contributions of a variety of historical and contemporary scientists on scientific thought and society;</del>	
<del>(E)</del>	<del>evaluate models according to their limitations in representing biological objects or events;</del>	
<del>(F)</del>	<del>research and describe the connections between science and future careers; and</del>	
<del>(G)</del>	<del>express and interpret relationships symbolically to make predictions and solve problems mathematically, including problems requiring proportional reasoning and graphical vector addition.</del>	
<u>(6)</u>	<u>The student develops a proposal that centers around a scientific or engineering topic, problem, or area of interest within a specific Program of Study. The student is expected to:</u>	
<u>(A)</u>	<u>brainstorm on current and past events to establish a rationale and preliminary set of ideas for research question or questions;</u>	Research methodology, literature review, develops a thesis, methodology (research questions)
<u>(B)</u>	<u>perform a literature review and evaluate several examples related to the project;</u>	
<u>(C)</u>	<u>interact and collaborate with professionals in the field of study, such as scientific researchers and other industry professionals;</u>	
<u>(D)</u>	<u>distinguish between descriptive, comparative, or experimental research design methodologies;</u>	
<u>(E)</u>	<u>develop a research question or questions that is testable and measurable;</u>	
<u>(F)</u>	<u>justify in writing the significance and feasibility of the project;</u>	
<u>(G)</u>	<u>generate a materials list and propose a cost analysis; and</u>	
<u>(H)</u>	<u>use American Psychological Association (APA) style throughout the documentation.</u>	
<u>(7)</u> <del>(5)</del>	<u>The student formulates hypotheses to guide experimentation and data collection <u>independently or in a team</u>. The student is expected to:</u>	
<u>(A)</u>	<u>perform background research with respect to <del>an</del> <u>the selected</u> investigative problem; and</u>	
<u>(B)</u>	<u>examine hypotheses generated to guide a research process by evaluating the merits and feasibility of the hypotheses.</u>	
<del>(6)</del>	<del>The student analyzes published research. The student is expected to:</del>	
<del>(A)</del>	<del>identify the scientific methodology used by a researcher; such as comparative;</del>	

<del>(B)</del> (C)	<u>identify within the project the</u> <del>examine a prescribed research design and identify</del> dependent and independent variables;	
(E)	<del>evaluate a prescribed research design to determine the purpose for each of the</del> <del>procedures performed; and</del>	
(D)	<del>compare the relationship of the hypothesis to the conclusion.</del>	
(8) (7)	The student develops, <del>and</del> implements, <u>and collects data for their</u> investigative designs. The student is expected to:	
(A)	<u>identify the control, independent variable and dependent variable within the research</u> <u>and justify the purpose of each;</u>	CCRS Science IB.1
(B)	<u>write the procedure of the experimental design with a schematic of the lab, materials,</u> <u>set up, and safety protocols;</u>	CCRS Science IB.1
(A)	<del>interact and collaborate with scientific researchers or other professionals in the field</del> <del>of study members of the scientific community to complete a research project;</del>	CTE language Animal Science Applied Agricultural Engineering Bio-Medical Science Engineering Environmental and Natural Resources Food Science and Technology Plant Science Renewable Energy Aviation (Flight) Drone (Unmanned Flight) Geospatial Engineering and Land Surveying
(B)	<del>identify and manipulate relevant variables within research situations;</del>	These were combined above in the beginning SEs of 7
(E)	<del>use a control in an experimental process; and</del>	
(D)	<del>design procedures to test hypotheses.</del>	
(C)	<u>conduct the experiment with the independent and dependent variables in place; and</u>	CCRS Science IB.1
(D)	<u>record observations as they occur within an investigation including, qualitative and</u> <u>quantitative observations, such as photographic evidence, logs, and tables and charts;</u>	Moved from original 8B to 7D but numbering had to change. CCRS Science IB.1 CCRS Science IA.4
(E)	<u>acquire, <del>manipulate, and analyze</del> data using appropriate equipment and technology,</u> <u>following the rules of significant digits;</u>	Manipulate and analyze stay in original 8C CCRS Science IB.1

(9) (8)	The student <del>collects</del> , organizes, and evaluates qualitative and quantitative data obtained through experimentation. The student is expected to:	
(A)	<del>differentiate between qualitative and quantitative data;</del>	
(A) (B)	<del>record observations as they occur within an investigation</del>	
(B) (E)	<del>acquire</del> , manipulate, and analyze data using appropriate equipment and technology, following the rules of significant digits;	Moved acquire from original 8C to a new section....which is??? CCRS Science IB.1 CCRS Science IA.4
(C)	<del>construct data tables to organize information collected in an experiment;</del>	
(D)	identify sources of random error and systematic error and differentiate between both types of error;	
(E)	report error of a set of measured data in various formats, including standard deviation and percent error;	
(F)	<del>construct data tables to organize information collected in an experiment; and</del>	Moved from original 8F to earlier in the SEs
(F) (G)	evaluate data using statistical methods to recognize patterns, trends, and proportional relationships.	CCRS SCIENCE IA.4
(10) (9)	The student knows how to synthesize valid conclusions from qualitative and quantitative data. The student is expected to:	
(A)	<del>synthesize and</del> justify conclusions supported by research data;	
(B)	consider and <del>communicate</del> <del>summarize</del> alternative explanations for observations and results; and	
(C)	identify limitations within the research process and provide recommendations for additional research.	
(11) (10)	The student communicates conclusions clearly and concisely to an audience of professionals. The student is expected to:	
(A)	construct charts, tables, and graphs using technology in order to facilitate data analysis and to communicate experimental results clearly and effectively, including oral presentation of original findings of a research project, to an audience of peers and professionals; <del>and</del>	
(B)	suggest alternative explanations from observations or trends evident within the data or from prompts provided by a review panel; <del>;</del>	

(C)	<u>develop a professional portfolio of work that includes artifacts, such as, the proposal, written procedures, methodology, iterations, interviews and check ins with professionals, changes within the experiment, photographic evidence;</u>	CCRS Science IB.1
(D)	<u>develop a plan of action on how to present to a targeted audience;</u>	
(E)	practice a professional presentation with peers and other educators using a rubric to measure content, skill, and performance	
(F)	<u>review artifacts used in the communication of the presentation for errors, grammar professional standards, and citations.</u>	

DRAFT

## Career and Technical Education TEKS Review Draft Recommendations

Texas Essential Knowledge and Skills (TEKS) for Career and Technical Education Draft Recommendations

Aviation Maintenance Work Group

Courses: Introduction to Aircraft Technology, Aircraft Maintenance Technology, Aircraft Airframe Technology, and Aircraft Powerplant Technology

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The document reflects the draft recommendations to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education’s TEKS review work groups for: **Introduction to Aircraft Technology, Aircraft Maintenance Technology, Aircraft Airframe Technology, and Aircraft Powerplant Technology.**

Proposed additions are shown in green font with underline (additions). Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple italicized font with underlines (*new text location*). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. The following notations may be used as part of the explanations.

<b>Abbreviation</b>	<b>Description</b>
CCRS	refers to the College and Career Readiness Standards
CDS	refers to cross disciplinary standards in the CCRS
ELA	refers to English language arts standards in the CCRS
SCI	refers to science standards in the CCRS
SS	refers to social studies standards in the CCRS
Gap Analysis	refers to gap analysis report on essential knowledge and skills aligned to in-demand high-wage occupations
KS	refers to knowledge and skills statement
SE	refers to student expectation

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<b>Course</b>	<b>Pages</b>
Introduction to Aircraft Technology .....	2–6
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§~~127.XXX~~ ~~130.452~~. Introduction to Aircraft Technology (One Credit), Adopted ~~2024~~2015.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.	No Change
(b)	Introduction.	No Change
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	Can't Change
(2)	The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.	Can't Change
(3)	Introduction to Aircraft Technology is designed to teach the theory of operation of aircraft airframes, powerplants, and associated maintenance and repair practices. Maintenance and repair practices include knowledge of the function, diagnosis, and service of general curriculum subjects, airframe structures, airframe systems and components, powerplant theory and maintenance, and powerplant systems and components of aircraft. Industry recognized professional licensures, certifications, and registrations are available for students who meet the requirements set forth by the accrediting organization.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	Can't Change
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	Can't Change
(c)	Knowledge and skills.	No Change
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	No Change
(A)	identify <u>and compare</u> employment opportunities, including entrepreneurship opportunities, and certification requirements for the field of aircraft maintenance and repair;	Added higher order task
(B)	<u>exhibit the ability to cooperate, contribute, and collaborate as a member of a team;</u> <del>demonstrate the principles of group participation leadership related to citizenship and career preparation;</del>	Relates to CCRS for ELA #3

(C)	<u>identify individual ethical and legal behavior standards according to professional and regulatory agencies</u> <del>demonstrate employers' expectations and appropriate work habits;</del>	Added specific issues to working in aviation
(D)	<u>research Federal Aviation Regulations and discuss the impact of the English language proficiency requirements as proscribed by the Federal Aviation Regulations;</u> <del>discuss the competencies related to resources, information, systems, and technology;</del>	We want to ensure students understand this federal regulation.
(E)	<u>identify and explain</u> <del>demonstrate awareness of the technical knowledge and skills related to</del> human factors <u>that may impact in</u> health and safety <u>in a worksite in the workplace,</u> <u>and how they are addressed as specified</u> by <del>appropriate</del> governmental regulations <del>and an understanding of personal responsibility in this area;</del>	<i>Breakout: Health and Safety is one thing</i>  Comments: “Human Factors” and “Health and Safety” are aviation industry standard phrases
(F)	<u>explain the role of human factors and demonstrate personal responsibility to maintain health and safety in the workplace;</u>	Broke this out from (E) above per comments
(G)(F)	<u>identify and explain how employees’ personal responsibility and other human factors, including personal attitudes, can affect the success and profitability of a workplace</u> <del>demonstrate awareness of the technical knowledge, skills, and attitudes related to human factors in a successful and profitable workplace and the role of the employee in creating that success, including personal responsibility; and</del>	Removed a verb to avoid (demonstrate)
(H)(G)	apply reasoning skills to a variety of simulated workplace situations in order to make ethical decisions:-	No Change
(I)	<u>identify standards of industry related employee appearance and health habits;</u>	added to conform to the three other courses
(J)	<u>practice effective written and oral communication skills; and</u>	added to conform to the three other courses
(K)	<u>identify and practice effective listening skills.</u>	added to conform to the three other courses
(2)	The student relates academic skills to the requirements of aircraft maintenance and repair. The student is expected to:	No Change
(A)	demonstrate effective oral and written communication skills with individuals from various cultures such as fellow workers, management, and customers;	No Change – we feel there are lots of ways to measure this activity
(B)	identify requirements of work orders and <u>technical documents</u> <del>related paperwork</del> for repairs;	We felt “paperwork” was not specific enough
(C)	locate, <del>read, understand the function of,</del> and interpret documents, including schematics, charts, graphs, drawings, blueprints, wiring diagrams, service-repair manuals, <del>and</del> service bulletins, type certificate data sheets, supplemental type certificates, airworthiness directives, <del>and</del> federal aviation regulations, and advisory information;	Removed “read, understand” because it is part of interpreting. Unnecessary. fixed too many “and” statements

(D)	demonstrate <del>proficiency in an understanding of</del> metric and U.S. customary standard measurement systems;	No Change – Math CCRS changed understanding to proficiency
(E)	perform precision measurements, <del>using including the use of</del> engineering scales, dial calipers, and Vernier micrometers, <del>and use specifications to diagnose component wear and</del> determine if <del>a the</del> component is within tolerance of <del>the</del> specifications; and	– Math CCRS
(F)	<del>use develop</del> critical-thinking <del>skills</del> and problem-solving skills to <u>identify aircraft maintenance</u> <del>solve</del> problems and <u>recommend solutions</u> <del>make decisions</del> .	Better action verbs that describe the task
(3)	<u>The student will demonstrate an awareness of aviation history. The student is expected to:</u>	We wanted to include a section on the history and social contributions aviation has made in our culture.
(A)	<u>research and discuss historical interest in flight;</u>	
(B)	<u>describe early aircraft designs such as lighter than air or heavier than air designs;</u>	
(C)	<u>research and describe the contributions of at least four pioneers in aviation history, including Charles Taylor;</u>	
(D)	<u>identify driving forces that provided rapid advancement in aircraft and performance; and</u>	
(E)	<u>describe contributions aviation and aerospace have made to society.</u>	
(43)	The student <u>uses regulatory and industry standards and demonstrates</u> <del>understands the</del> technical knowledge and skills for <b>aircraft maintenance and repair</b> , <u>utilizing aircraft, aircraft training devices, or equivalent simulated situations</u> . The student is expected to:	
(A)	<u>identify and locate</u> <del>demonstrate knowledge of</del> aviation regulations prescribed by the Code of Federal Regulations, Title 14, <u>Chapter I, Volumes I-III</u> , that govern mechanic privileges and the construction, maintenance, and service of aircraft;	Better action verbs that describe the task, and corrected CFR reference.
(B)	apply <del>and understand</del> the principles of simple machines, basic aerodynamics, aircraft structures, and theory of flight <u>to accomplish an assigned task</u> ;	“understand” is redundant. added something to APPLY the principles TO
(C)	<u>identify</u> <del>demonstrate knowledge of</del> aircraft categories <u>such as airplane, rotorcraft, glider, and lighter-than-air, based on as used with respect to</u> the certification, ratings, privileges, and limitations of airmen, <del>including airplane, rotorcraft, glider, and lighter than air</del> ;	Better action verbs that describe the task. Reworded for clarity
(D)	<u>identify and compare</u> <del>demonstrate knowledge of</del> airframe construction and basic repair methods and techniques, including wood structures, metal tubular structures, fabric coverings, sheet metal, and composite structures;	Better action verbs that describe the task



(E)	<u>identify and explain</u> <del>demonstrate knowledge of</del> airframe systems and components, their functions, and basic operating principles, including landing gear, hydraulic power, cabin atmosphere control systems, and electrical systems;	Better action verbs that describe the task
(F)	<u>describe</u> <del>demonstrate knowledge of</del> aircraft reciprocating and turbine engines, their operating theory, functions, and basic repair methods and techniques;	Better action verbs that describe the task
(G)	<u>identify and explain</u> <del>demonstrate knowledge of</del> powerplant systems and components, their functions, and basic operating principles, including engine instruments, electrical systems, lubrication systems, ignition and starting systems, cooling systems, exhaust systems, and propellers;	Better action verbs that describe the task
(H)	<u>explain</u> <del>demonstrate knowledge of</del> aircraft common terminology and standard practices required to complete maintenance, modifications, and repairs;	Better action verbs that describe the task. CCRS for vocabulary
(I)	<u>identify necessary elements of</u> <del>discuss the completion of</del> logbooks <u>entries and computer applications and critique sample logbook entries to maintain required aircraft documents</u> ; and	Better action verbs that describe the task
(J)	<u>describe</u> <del>demonstrate an understanding of the regular audits and</del> inspections <u>required</u> to maintain compliance with airworthiness, safety, health, and environmental regulations.	Better action verbs that describe the task
(54)	The student understands the function and application of the tools, equipment, technologies, and preventative maintenance used in aircraft maintenance and repair. The student is expected to:	No Changes
(A)	<u>identify and</u> demonstrate <del>knowledge and</del> basic skills in safely using hand and power tools and equipment commonly employed in the maintenance and repair of aircraft;	
(B)	<u>research and explain</u> <del>demonstrate knowledge of</del> the proper handling and disposal of environmentally hazardous materials used in servicing aircraft;	Better action verbs that describe the task
(C)	research and <u>describe</u> <del>understand</del> the impact of new and emerging aircraft technologies; and	Better action verbs that describe the task
(D)	identify and <u>examine</u> <del>understand</del> the need for preventative maintenance procedures and practices.	Better action verbs that describe the task
(65)	The student <u>uses regulatory and industry standards and demonstrates</u> <del>applies the</del> technical knowledge and skills of the trade, <u>utilizing aircraft, aircraft training devices, or equivalent</u> <del>to</del> simulated situations. The student is expected to:	No Change
(A)	start and ground operate an aircraft or simulated aircraft using a high-fidelity flight simulator with a physical yoke and pedal device;	Fixed the hyphen
(B)	research and locate appropriate documentation to perform a function in a written work order and complete the required logbook entry;	No Change

(C)	draw top, side, and front views of various aircraft categories, including airplane, rotorcraft, glider, and lighter-than-air;	No Change
(D)	perform basic airframe and engine inspections <u>according to a checklist</u> ;	Specified standard to the work
(E)	<del>use construct</del> an engine troubleshooting chart <u>to show the results of simple defects on engine performance</u> ; <del>showing resulting effects on engine performance as a result of simple defects</del> ; and	Was too high-level for an intro course.
(F)	discuss <u>and describe</u> preventative maintenance plans and systems to keep aircraft systems in operation.	Better action verbs that describe the task
(76)	The student demonstrates appropriate interpersonal and communication skills. The student is expected to:	No Change
(A)	describe and apply ethical and legal responsibilities appropriate to the workplace;	No Change
(B)	demonstrate <u>appropriate</u> <del>proper</del> etiquette and behavior;	Better verb
(C)	identify <u>standards</u> <del>benefits</del> of <u>industry related employee</u> <del>personal</del> appearance and health habits;	Modified to put focus on industry standards instead of normative expectations
(D)	practice <u>effective</u> written and oral communication skills; and	No Change
(E)	employ effective listening skills.	No Change
<del>(7)</del>	<del>The student demonstrates knowledge of and how to develop an occupational experience program as it relates to the aircraft industry. The student is expected to:</del>	Removed to put in Powerplant (PP) and Airframe (AF)
<del>(A)</del>	<del>demonstrate knowledge of practice proper record keeping skills as related to industry-based occupational experiences;</del>	Removed to put in PP and AF
<del>(B)</del>	<del>participate in youth leadership opportunities to create a well-rounded occupational experience;</del>	Removed to put in PP and AF
<del>(C)</del>	<del>produce a program of activities for a career and technical student organization or other leadership opportunity; and</del>	Removed to put in PP and AF
<del>(D)</del>	<del>research and develop an effective work plan and budget.</del>	Removed to put in PP and AF

<b>§127.XXX. Aircraft Maintenance Technology (One Credit), Adopted 2024.</b>		
TEKS with edits		Work Group Comments/Rationale
(a)	<u>General Requirements. This course is recommended for students in Grades 9-12. Prerequisites: Introduction to Aircraft Technology. Students shall be awarded one credit for successful completion of this course.</u>	done
(b)	<u>Introduction.</u>	done
(1)	<u>Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	done
(2)	<u>The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.</u>	done
(3)	<u>Aircraft Maintenance is designed to teach the theory of operation, general maintenance, and repair practices of Federal Aviation Administration (FAA) general curriculum subjects utilizing aircraft, aircraft training devices, or equivalent simulated situations. In this course, the academic and technical skills are separated to reflect the learning outcomes as designed in the FAA airman certification standards. Maintenance and repair practices include knowledge of the function, diagnosis, and service of aircraft and their associated equipment. Industry recognized professional licensures, certifications, and registrations are available for students who meet the requirements set forth by the accrediting organization.</u>	New course description
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	done
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	done
(6)	<u>The FAA uses standard terms that contain specific expectations for performance. The terms are defined as follows:</u>	These come from the FAA and are used in the Airman Certification Standards for aviation maintenance.
(A)	<u>Check means to verify proper operation.</u>	
(B)	<u>Inspect means to examine with or without inspection enhancing tools or equipment.</u>	
(C)	<u>Overhaul means to disassemble, clean, inspect, repair as necessary, and reassemble.</u>	
(D)	<u>Repair means to correct a defective condition.</u>	
(E)	<u>Service means to perform functions that assure continued operation.</u>	

(F)	<u>Troubleshoot means to analyze and identify malfunctions.</u>	
(7)	<u>When a student performs an action such as checking, inspecting, overhauling, repairing, servicing, troubleshooting, and installing in this course, they are to complete all associated tasks. If an action detects a flaw, defect, or discrepancy in an aircraft or component, that finding could trigger another maintenance action. Actions may include documenting findings through logbook entries, maintenance action forms, installation plans, and work orders.</u>	
(c)	<u>Knowledge and skills.</u>	done
(1)	<u>The student demonstrates professional standards, interpersonal communication, and employability skills as required by business and industry. The student is expected to:</u>	done
(A)	<u>identify employment opportunities, including entrepreneurship opportunities, and certification requirements for the field of aircraft maintenance and repair;</u>	done
(B)	<u>identify and demonstrate ways to contribute and collaborate as an effective member of a team;</u>	ELA CCRS III A 1, 2, 4 ELA CCRS IV A 1,2
(C)	<u>identify individual ethical and legal behavior standards according to professional and regulatory agencies;</u>	done
(D)	<u>research Federal Aviation Regulations and discuss the impact of the English language proficiency requirements as proscribed by the Federal Aviation Regulations;</u>	ELA CCRS III A 1, 2, 4
(E)	<u>identify and explain the technical knowledge and skills related to human factors in health and safety in the workplace, as specified by appropriate governmental regulations</u>	ELA CCRS I A 1, 2 ELA CCRS III A 1, 5 ELA CCRS V B 1
(F)	<u>identify and explain the technical knowledge and skills related to human factors in health and safety in the workplace, regarding personal responsibility in this area;</u>	ELA CCRS I A 1, 2 ELA CCRS III A 1, 5
(G)	<u>demonstrate awareness of the technical knowledge, skills, and attitudes related to human factors in a successful and profitable workplace, and the role of the employee in creating that success, including personal responsibility;</u>	done
(H)	<u>apply reasoning skills to a variety of workplace situations to make ethical decisions;</u>	No Change ELA CCRS I A 1, 2 ELA CCRS III A 1, 2, 4, 5
(I)	<u>identify standards of industry related employee appearance and health habits;</u>	Better verb
(J)	<u>practice effective written and oral communication skills;</u>	Modified to put focus on industry standards instead of normative expectations
(K)	<u>identify and practice effective listening skills; and</u>	ELA CCRS I A 1-5 ELA CCRS III A 1-5
(L)	<u>define and apply FAA standard terms that contain specific expectations for performance, including check, inspect, overhaul, repair, service, and troubleshoot.</u>	ELA CCRS IV A 1-5

(2)	<u>The student relates academic skills to the requirements of human factors. The student is expected to:</u>	ALL OF THESE RELATE TO FAA AIRMAN CERTIFICATION STANDARDS GENERAL SUBJECTS
(A)	<u>describe safety culture and organizational factors in the work environment;</u>	ELA CCRS I A 1, 2, 3 ELA CCRS III A 1, 2, 4, 5
(B)	<u>identify and explain types of human error and human error principles; and</u>	ELA CCRS I A 1, 2 ELA CCRS III A 1, 2, 4, 5
(C)	<u>identify and discuss the chain-of-events theory, including pre-conditions and conditions for unsafe acts;</u>	ELA CCRS I A 1, 2 ELA CCRS III A 1, 2, 4, 5
(D)	<u>identify and discuss the twelve common causes of mistakes in the aviation workplace; and</u>	ELA CCRS I A 1, 2 ELA CCRS III A 1, 2, 4, 5
(E)	<u>research and discuss the purpose of safety management systems in the aviation workplace.</u>	ELA CCRS I A 1, 2 ELA CCRS III A 1, 2, 4, 5
(3)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for human factors, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>complete and submit a malfunction and defect report; and</u>	
(B)	<u>research and report on information regarding human factor errors.</u>	ELA CCRS I A 1, 2, 3, 5 ELA CCRS III A 1, 2, 4, 5 ELA CCRS V A 2 ELA CCRS V B 1, 3 ELA CCRS V C 1
(4)	<u>The student relates academic skills to the requirements of aviation mathematics. The student is expected to:</u>	
(A)	<u>perform algebraic operations involving addition, subtraction, multiplication, division, positive and negative numbers;</u>	Math CCRS I B 2 Math CCRS II B 1 Math CCRS VII A 3 Math CCRS VII D 1 Math CCRS IX A 1-2 Math CCRS IX B 1-3
(B)	<u>determine areas and volumes of various geometric shapes;</u>	Math CCRS III D 2 Math CCRS VII A 1-3 Math CCRS VII D 1 Math CCRS VIII A 3
(C)	<u>solve ratio, proportion, and percentage problems; and</u>	Math CCRS I B 2 Math CCRS VII B 1
(D)	<u>extract roots and raise numbers to a given power.</u>	Math CCRS I B 2 Math CCRS VII A 1-3

(5)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for aviation mathematics, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>compute the volume of a shape such as a baggage compartment, fuel tanks, or an engine cylinder;</u>	Math CCRS III D 2 Math CCRSVII A 1-3 Math CCRS VII B 1 Math CCRS VII D 1
(B)	<u>compute the area of an aircraft wing;</u>	Math CCRS III D 2 Math CCRSVII A 1-3 Math CCRS VII B 1 Math CCRS VII D 1
(C)	<u>convert between fractions and decimals;</u>	Math CCRSVII A 1-3 Math CCRS VII B 1 Math CCRS VII D 1
(D)	<u>compute torque value conversions between inch-pounds and foot-pounds and back; and</u>	Math CCRS I C 2
(E)	<u>compute the compression ratio of a reciprocating engine cylinder.</u>	Math CCRS I C 1 Math CCRSVII A 1-3 Math CCRS VII B 1 Math CCRS VII D 1
(6)	<u>The student relates academic skills to the requirements of fundamentals of electricity and electronics. The student is expected to:</u>	
(A)	<u>explain electron theory, including magnetism, capacitance, induction, direct current electrical circuits, and alternating current electrical circuits;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(B)	<u>explain electrical laws and theory, including Ohm's Law, Kirchoff's Law, Watt's Law, Faraday's Law, Lenz's Law, and Right-hand motor rule;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(C)	<u>identify and explain electrical measurement tools that measure voltage current, resistance, and power;</u>	
(D)	<u>identify and discuss electrical measurement principles for measuring voltage current, resistance and power;</u>	
(E)	<u>identify and explain electrical measurement procedures for measuring voltage current, resistance, and power;</u>	
(F)	<u>compare types of batteries; and</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(G)	<u>compare series circuits and parallel circuits.</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5

(7)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for fundamentals of electricity and electronics, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>use multimeters, including performing circuit continuity tests, testing a switch and fuse, and measuring voltage, current, and resistance;</u>	
(B)	<u>interpret aircraft electrical circuit diagrams and symbols;</u>	
(C)	<u>inspect and service aircraft battery; and</u>	
(D)	<u>identify faults in circuits by using appropriate troubleshooting techniques.</u>	
(8)	<u>The student relates academic skills to the requirements of physics for aviation. The student is expected to:</u>	
(A)	<u>explain the theory of flight, including lift, weight, thrust, and drag, as they relate to Bernoulli's Principle, Newton's Laws of Motion, and fluid mechanics;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(B)	<u>describe the function and operation of aircraft flight controls and additional aerodynamic devices, including vortex generators, wing fences, and stall strips; and</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(C)	<u>analyze and compare standard atmospheric factors affecting atmospheric conditions, including the relationship between temperature, density, weight, and volume.</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(9)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for physics for aviation, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>determine density and pressure altitude;</u>	
(B)	<u>identify changes to pressure and velocity of a fluid as it passes through a venturi;</u>	
(C)	<u>calculate force, area, and pressure for a given scenario; and</u>	Math CCRS VII A 1, 3 Math CCRS IX A 1, 2 Math CCRS IX B 1-3
(D)	<u>calculate the lift of an aircraft and determine if it will climb, descend, or maintain altitude given its weight.</u>	Math CCRS VII A 1, 3 Math CCRS IX A 1, 2 Math CCRS IX B 1-3
(10)	<u>The student relates academic skills to the requirements of weight and balance. The student is expected to:</u>	
(A)	<u>describe the purpose for weighing an aircraft and determining its center of gravity;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(B)	<u>explain the weighing procedures of an aircraft, including the general preparation for weighing, with emphasis on aircraft weighing area considerations;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5

(C)	<u>explain the procedures and purpose for calculating weight and center of gravity limits, including arm, positive and negative moment, center of gravity, and moment index; and</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(D)	<u>identify adverse loading considerations, proper empty weight configuration, and ballast placement.</u>	
(11)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for weight and balance, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>calculate aircraft weight and balance, including equipment changes, empty weight, and empty weight center of gravity; and</u>	Math CCRS VII A 1, 3 Math CCRS IX A 1, 2 Math CCRS IX B 1-3
(B)	<u>locate datum, weight and balance information, placarding, and limitation requirements for an aircraft in an appropriate reference such as the type certificate data sheet;</u>	ELA CCRS V B 1-3; Datum is necessary
(12)	<u>The student relates academic skills to the requirements of aircraft drawings. The student is expected to:</u>	
(A)	<u>identify and use aircraft drawing terminology;</u>	ELA CCRS II B 1-3
(B)	<u>interpret aircraft drawings, blueprints, sketches, charts, graphs, system schematics related to repairs, alterations, and inspections;</u>	ELA CCRS II A 1, 4 ELA CCRS V B 1-3
(13)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for aircraft drawings, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>identify the meaning of lines and symbols used in an aircraft drawing;</u>	
(B)	<u>interpret dimensions used in an aircraft drawing;</u>	
(C)	<u>identify changes to aircraft drawings; and</u>	
(D)	<u>identify material requirements indicated by an aircraft drawing.</u>	
(14)	<u>The student relates academic skills to the requirements of regulations, forms, and publications. The student is expected to:</u>	
(A)	<u>identify the privileges and limitations of mechanic certificates, recency of experience requirements, and how to reestablish them once they are lost;</u>	
(B)	<u>define maintenance terminology as defined in 14 Code of Federal Regulations (CFR) Part 1, including time in service, maintenance, preventive maintenance, major alteration, major repair, minor alteration, and minor repair;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5



(C)	<u>describe requirements for maintenance record entries for approval for return to service after maintenance, alterations, and inspections;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(D)	<u>identify compliance requirements for manufacturer-specified maintenance methods, techniques, practices, and inspection intervals;</u>	
(E)	<u>explain FAA-approved maintenance data, including maintenance manuals and other methods acceptable by the administrator; and</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(F)	<u>describe mechanic change of address notification procedures.</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(15)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for regulations, forms, and publications, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>evaluate a 100-hour inspection aircraft maintenance record entry for accuracy;</u>	ELA CCRS III D 1
(B)	<u>locate applicable FAA aircraft specifications and FAA Type Certificate Data Sheets (TCDS) for an aircraft or component;</u>	ELA CCRS V B 1-3
(C)	<u>determine the conformity of aircraft instrument range markings and placarding;</u>	
(D)	<u>use a manufacturer's illustrated parts catalog to locate specific part numbers for aircraft parts such as door handles, rudder pedals, or seat latches;</u>	ELA CCRS V B 1-3
(E)	<u>determine whether a given repair or alteration is major or minor; and</u>	
(F)	<u>explain the difference between approved data, such as data required for major repairs or alterations and acceptable data, such as data required for minor repairs or alterations.</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(16)	<u>The student relates academic skills to the requirements of fluid lines and fittings. The student is expected to:</u>	
(A)	<u>identify rigid tubing and flexible hose materials, applications, sizes, and fittings;</u>	Refer to wg breakouts for clarification
(B)	<u>describe rigid tubing and flexible hose fabrication, installation, and inspection techniques;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(C)	<u>explain the importance of properly using a torque wrench and torque seal when securing fluid hose and line fittings; and</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(D)	<u>analyze and describe the risks associated with high-pressure hydraulic system configuration prior to and during maintenance.</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5

(17)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for fluid lines and fittings, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>fabricate and install a rigid line with a flare and a bend;</u>	
(B)	<u>fabricate and install a flexible hose; and</u>	
(C)	<u>perform a rigid line and flexible hose inspection.</u>	
(18)	<u>The student relates academic skills to the requirements of aircraft materials, hardware, and processes. The student is expected to:</u>	
(A)	<u>identify material markings and hardware markings commonly used in aircraft and describe their general application;</u>	
(B)	<u>compare suitability and compatibility of materials and hardware used for maintenance;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(C)	<u>explain forces placed on aircraft materials, including tension, compression, torsion, bending, strain, and shear;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(D)	<u>identify safety wire and safety clip requirements and techniques;</u>	
(E)	<u>describe precision measurement tools, principles, and procedures;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(F)	<u>explain soldering preparation, types of solder, and flux usage;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(G)	<u>analyze torquing tools, principles, and procedures and the relationship between torque and fastener preload; and</u>	
(H)	<u>differentiate between the characteristics of acceptable and unacceptable welds.</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(19)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for aircraft materials, hardware, and processes, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>select aircraft materials and hardware, such as bolts, turnbuckles, washers, and rivets, based on manufacturer's markings appropriate for a specific scenario;</u>	
(B)	<u>install safety wire on hardware such as nuts, bolts, and turnbuckles;</u>	
(C)	<u>check for proper calibration of a precision-measurement tool and record precision measurements with an instrument that has a Vernier scale;</u>	
(D)	<u>determine required torque values and properly torque aircraft hardware; and</u>	
(E)	<u>inspect and differentiate between acceptable and unacceptable welds.</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5

(20)	<u>The student relates academic skills to the requirements of ground operations and servicing. The student is expected to:</u>	
(A)	<u>describe proper towing and securing procedures for aircraft using approved data;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(B)	<u>describe proper aircraft ground servicing, including oil, oxygen, hydraulic, pneumatic, and deicing systems, and fueling and defueling procedures;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(C)	<u>differentiate between characteristics of aviation gasoline, turbine fuels, and fuel additives;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(D)	<u>explain engine starting, ground operation, aircraft taxing procedures;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(E)	<u>explain airport operation area procedures and air traffic control communications, including runway incursion prevention;</u>	
(F)	<u>identify the types and classes of fire extinguishers;</u>	
(G)	<u>analyze the importance of proper tool and hardware use and accountability;</u>	
(H)	<u>describe the need for proper material handling and parts protection;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(I)	<u>identify hazardous materials, locate the appropriate Safety Data Sheet (SDS), and select the indicated personal protection equipment; and</u>	
(J)	<u>analyze and describe the potential effects of foreign object damage on aircraft.</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(21)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for ground operations and servicing, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>perform a foreign object damage control procedure;</u>	
(B)	<u>connect external power to an aircraft;</u>	
(C)	<u>prepare an aircraft for towing;</u>	
(D)	<u>use appropriate hand signals for the movement of aircraft;</u>	
(E)	<u>identify different grades of aviation fuel and select an approved fuel for an aircraft;</u>	
(F)	<u>prepare an aircraft for fueling and inspect an aircraft fuel system for water and foreign object debris (FOD) contamination;</u>	
(G)	<u>follow a checklist to start up or shut down an aircraft reciprocating or turbine engine;</u>	
(H)	<u>identify procedures for extinguishing fires in an engine induction system;</u>	

(I)	<u>secure an aircraft by locating and following the correct procedures for a turbine-powered aircraft after engine shutdown; and</u>	
(J)	<u>locate and explain procedures for securing a turbine-powered aircraft after engine shutdown.</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(22)	<u>The student relates academic skills to the requirements of cleaning and corrosion control. The student is expected to:</u>	
(A)	<u>explain the need for aircraft cleaning procedures;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(B)	<u>explain corrosion theory, including types and effects of corrosion, corrosion-prone areas in aircraft, and corrosion preventive maintenance procedures;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(C)	<u>describe corrosion identification and inspection techniques, corrosion removal and treatment procedures, the selection of optimal corrosion preventive compounds (CPC), the frequency of treatment, and CPC such as waxy sealants and thin-film dielectrics;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(D)	<u>describe the use of high-pressure application equipment;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(E)	<u>identify and discuss the effects of improper use of cleaners on aluminum or composite materials;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(F)	<u>explain accelerated corrosion caused by dissimilar metals and the role of protective barriers to mitigate this risk, including conversion coatings, materials used for protection of airframe structures, and primer materials;</u>	ELA CCRS I A 1, 2, 5 ELA CCRS III A 1, 2, 5
(G)	<u>identify topcoat materials and discuss concerns regarding surface preparation for a desired finishing material, effects of ambient conditions on finishing materials, and effects of improper surface preparation on finishing materials; and</u>	
(H)	<u>identify health concerns when using paints, solvents, finishing materials, and processes, including the use of personal protective equipment.</u>	
(23)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for cleaning and corrosion control, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>identify types of protective finishes;</u>	
(B)	<u>inspect finishes for corrosion and identify, select, and use aircraft corrosion prevention and cleaning materials; and</u>	
(C)	<u>apply aircraft corrosion prevention and coating materials.</u>	

**§127.XXX 130.453. Aircraft Airframe Technology (Two Credits), Adopted 20242015.**

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Introduction to Aircraft Technology <del>and Aircraft Maintenance</del> . Students shall be awarded two credits for successful completion of this course.	Added new course offering to prereq
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	Can't change
(2)	The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.	Can't change
(3)	Aircraft Airframe Technology is designed to teach the theory of operation of aircraft airframes and associated maintenance and repair practices <u>of Federal Aviation Administration (FAA) airframe curriculum subjects utilizing aircraft, aircraft training devices, or equivalent simulated situations. In this course, the academic and technical skills are separated to reflect the learning outcomes as designed in the FAA airman certification standards.</u> Airframe maintenance and repair practices include knowledge of the <u>theory</u> , function, diagnosis, and service of airframe structures, systems, and components of aircraft. <u>Industry recognized professional licensures, certifications, and registrations are available for students who meet the requirements set forth by the accrediting organization.</u>	Improved language
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	Can't change
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	Can't change
(6)	<u>The FAA uses standard terms that contain specific expectations for performance. The terms are defined as follows:</u>	These come from the FAA and are used in the Airman Certification Standards for aviation maintenance.
(A)	<u>Check means to verify proper operation.</u>	
(B)	<u>Inspect means to examine with or without inspection enhancing tools or equipment.</u>	
(C)	<u>Overhaul means to disassemble, clean, inspect, repair as necessary, and reassemble.</u>	
(D)	<u>Repair means to correct a defective condition.</u>	

(E)	<u>Service means to perform functions that assure continued operation.</u>	
(F)	<u>Troubleshoot means to analyze and identify malfunctions.</u>	
(7)	<u>When a student performs an action such as checking, inspecting, overhauling, repairing, servicing, troubleshooting, and installing in this course, they are to complete all associated tasks. If an action detects a flaw, defect, or discrepancy in an aircraft or component, that finding could trigger another maintenance action. Actions may include documenting findings through logbook entries, maintenance action forms, installation plans, and work orders.</u>	
(c)	Knowledge and skills.	Can't change
(1)	The student demonstrates professional standards <del>employability skills</del> , <u>interpersonal communication</u> , and <u>employability skills</u> as required by business and industry. The student is expected to:	Merged with item (6) [in purple below]
(A)	identify <u>and compare</u> employment opportunities, including entrepreneurship opportunities, and certification requirements for the field of aircraft maintenance and repair;	Added higher order task
(B)	<u>identify and demonstrate ways to contribute and collaborate as an effective member of a team;</u> <del>demonstrate the principles of group participation and leadership related to citizenship and career preparation;</del>	
(C)	<u>identify individual ethical and legal behavior standards according to professional and regulatory agencies;</u> <del>evaluate employers' expectations and appropriate work habits;</del>	
(D)	<u>research Federal Aviation Regulations and discuss the impact of the English language proficiency requirements as prescribed by the Federal Aviation Regulations;</u> <del>discuss the competencies related to resources, information systems, and technology;</del>	
(E)	<u>identify and explain demonstrate awareness of the technical knowledge and skills related to human factors that may impact health and safety in a worksite in the workplace and how they are addressed as specified by appropriate</u> governmental regulations <del>and an understanding of personal responsibility in this area;</del>	Breakout: Health and Safety is one thing
(F)	<u>explain the role of human factors and demonstrate personal responsibility to maintain health and safety in the workplace;</u>	Broke this out from (E) above per comments
(G)(F)	<u>identify and explain how employees' personal responsibility and other human factors, including personal attitudes, can affect the success and profitability of a workplace</u> <del>demonstrate awareness of the technical knowledge, skills, and attitudes related to human factors in a successful and profitable workplace and the role of the employee in creating that success, including personal responsibility;</del>	Removed a verb to avoid (demonstrate)
(H)(G)	apply reasoning skills to a variety of simulated workplace situations in order to make ethical decisions;	

(I)	<u>identify standards of industry related employee appearance and health habits;</u>	Merged with item (6) [in purple below]
(J)	<u>identify and practice effective written and oral communication skills;</u>	Merged with item (6) [in purple below]
(K)	<u>identify and practice effective listening skills; and</u>	Merged with item (6) [in purple below]
(L)	<u>define and apply FAA standard terms that contain specific expectations for performance, including check, inspect, overhaul, repair, service, and troubleshoot.</u>	
(2)	<del>The student relates academic skills to the requirements of aircraft maintenance and repair. The student is expected to:</del>	FAA has substantively changed the learning outcomes for Airframe and Powerplant Mechanics. As a result, we find the most effective path is to strike out the previous entries and start fresh.
(A)	<del>demonstrate effective oral and written communication skills with individuals from various cultures such as fellow workers, management, and customers;</del>	
(B)	<del>identify requirements of work orders and related paperwork for repairs;</del>	
(C)	<del>develop an understanding of how to estimate parts and labor costs on airframe repair orders;</del>	
(D)	<del>locate, read, understand the function of, and interpret documents, including schematics, charts, graphs, drawings, blueprints, wiring diagrams, service repair manuals and service bulletins, type certificate data sheets, supplemental type certificates, airworthiness directives, and federal aviation regulations and advisory information;</del>	
(E)	<del>demonstrate an understanding of metric and U.S. customary standard measurement systems;</del>	
(F)	<del>perform precision measurements, including the use of engineering scales, dial calipers, and Vernier micrometers; and</del>	
(G)	<del>employ critical thinking skills and structured problem solving skills to diagnose airframe system malfunctions, solve problems, and make decisions.</del>	
(3)	<del>The student knows the technical knowledge and skills of aircraft services. The student is expected to:</del>	
(A)	<del>demonstrate knowledge of aviation regulations prescribed by the Code of Federal Regulations, Title 14, Volumes I-III, that govern mechanic privileges, the construction, maintenance, and service of aircraft, and 100-hour and annual inspections;</del>	
(B)	<del>demonstrate knowledge of aircraft categories as used with respect to the certification of aircraft based upon intended use or operating limitations such as transport, normal, utility, aerobatic, limited, restricted, and provisional;</del>	
(C)	<del>apply the principles of basic aerodynamics, theory of flight, and the function of primary and secondary flight controls;</del>	

(D)	demonstrate knowledge of aircraft weight and balance and how repairs, alterations, and loading can adversely affect safe operation of an aircraft;	
(E)	demonstrate knowledge of aircraft finishes and corrosion prevention and removal processes;	
(F)	demonstrate knowledge of airframe construction and detailed repair methods and techniques, including wood structures, metal tubular structures, fabric coverings, sheet metal, and composite structures;	
(G)	demonstrate knowledge of aircraft assembly and rigging procedures such as structure alignment checks, balancing flight control surfaces, removing and installing flight control surfaces, and jacking aircraft;	
(H)	demonstrate knowledge of airframe systems and components, their functions, and detailed operating principles, including landing gear, hydraulic power, cabin atmosphere control systems, aircraft instrument systems, aircraft navigation and electronic communication systems, ice and rain control systems, fire protection systems, and electrical systems;	
(I)	demonstrate knowledge of aircraft common terminology and standard practices required to complete maintenance, modifications, and repairs; and	
(J)	discuss the completion of logbooks and computer applications to maintain required aircraft documents.	
(4)	The student knows the function and application of the tools, equipment, technologies, and preventative maintenance used in airframe maintenance and repair. The student is expected to:	
(A)	demonstrate knowledge and a high degree of skills in safely using hand and power tools and equipment commonly employed in the maintenance and repair of aircraft;	
(B)	demonstrate knowledge of the proper handling and disposal of environmentally hazardous materials used in servicing aircraft;	
(C)	research and understand the impact of new and emerging aircraft technologies; and	
(D)	identify and understand the need for preventative maintenance procedures and practices.	
(5)	The student applies the technical knowledge and skills of the trade to simulated and actual work situations. The student is expected to:	
(A)	accurately calculate aircraft weight and balance;	
(B)	accurately determine airframe component wear by using precision measuring and published specifications to determine if a given component is within wear tolerance and research necessary repairs;	



(C)	build and fly a paper airplane with simple flight control surfaces that will predictably complete an objective;	
(D)	research proper repair methods for a simulated repair and write a work order that calls out specific maintenance references and estimates cost of repairs;	
(E)	create an appropriate inspection checklist for a given airframe based on regulated mandatory inspection points for an annual inspection and perform the inspection;	
(F)	fabricate an example or simulated example of an airframe construction and repair method such as wood structures, metal tubular structures, fabric coverings, sheet metal, or composite structures;	
(G)	describe the detailed function and operation of an airframe system using drawings and written descriptions;	
(H)	construct an airframe system troubleshooting chart showing possible defects and resulting effects on system performance;	
(I)	apply the essential knowledge and skills in aircraft maintenance and repair to work-based learning experiences such as cooperative education, job shadowing, mentoring, and apprenticeship training;	
(J)	indicate and select proper products used in preventative maintenance for a given aircraft from appropriate maintenance publications; and	
(K)	perform regular audits and inspections to maintain compliance with safety, health, and environmental regulations.	
(6)	<i>The student demonstrates appropriate interpersonal and communication skills. The student is expected to:</i>	Moved to (c)(1)
(A)	describe and apply ethical and legal responsibilities appropriate to the workplace;	
(B)	demonstrate the uses of proper etiquette and behavior;	
(C)	<i>identify benefits of personal appearance and health habits;</i>	
(D)	<i>practice written and oral communication skills; and</i>	
(E)	<i>employ effective listening skills.</i>	
(7)	The student learns the value of and how to develop an occupational experience program as it relates to the aircraft industry. The student is expected to:	
(A)	apply proper record-keeping skills as related to industry-based occupational experiences;	

<del>(B)</del>	<del>participate in youth leadership opportunities to create a well-rounded occupational experience;</del>	
<del>(C)</del>	<del>produce a program of activities for a career and technical student organization or other leadership opportunity; and</del>	
<del>(D)</del>	<del>develop a work plan and budget.</del>	
<u>(2)</u>	<u>The student relates academic skills to the requirements of <b>metallic structures</b>. The student is expected to:</u>	
<u>(A)</u>	<u>describe best practices for maintenance safety, including the use of personal protective equipment (PPE), and precautions for sheet metal repairs and fabrication;</u>	
<u>(B)</u>	<u>identify characteristics and types of metallic structures;</u>	
<u>(C)</u>	<u>identify types of sheet metal defects and select sheet metal repair materials;</u>	
<u>(D)</u>	<u>explain inspection and testing processes of metal structures;</u>	
<u>(E)</u>	<u>explain the selection of rivets, hardware, and fasteners for a sheet metal repair, per FAA approved data;</u>	
<u>(F)</u>	<u>explain the layout, forming, and drilling of sheet metal components, per FAA approved data; and</u>	
<u>(G)</u>	<u>explain rivet layout, installation, and removal, per FAA approved data.</u>	
<u>(3)</u>	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>metallic structures</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
<u>(A)</u>	<u>install and remove solid rivets, such as universal head, countersink head, and blind rivets;</u>	
<u>(B)</u>	<u>create a drawing of a repair, including the number of rivets and size of sheet metal required, utilizing a manufacturer's structural repair manual;</u>	
<u>(C)</u>	<u>design a rivet pattern for a specific repair;</u>	
<u>(D)</u>	<u>determine applicability of sheet metal for a repair in a specific application;</u>	
<u>(E)</u>	<u>design a repair using a manufacturer's structural repair manual;</u>	
<u>(F)</u>	<u>sketch and build a piece of sheet metal to fit a prepared area; and</u>	
<u>(G)</u>	<u>determine extent of damage and decide if metallic structure is repairable.</u>	

(4)	<u>The student relates academic skills to the requirements of <b>non-metallic structures</b>. The student is expected to:</u>	
(A)	<u>identify and discuss maintenance safety practices for composite materials, composite structures, and windows;</u>	
(B)	<u>identify and discuss tools and practices for wood structures, including inspection techniques such as determining acceptable and unacceptable wood defects;</u>	
(C)	<u>define and explain covering textile terms;</u>	
(D)	<u>define and explain covering methods of attachment commonly used, including types of approved aircraft covering material and seams commonly used with aircraft covering;</u>	
(E)	<u>describe inspection methods for textile aircraft coverings;</u>	
(F)	<u>identify and discuss composite repair methods, techniques, fasteners, and practices;</u>	
(G)	<u>differentiate between composite structure fiber, core, and matrix materials;</u>	
(H)	<u>identify and discuss types of composite structure defects such as delamination, crush core, and surface gouges;</u>	
(I)	<u>identify inspection and testing of composite structures such as tap testing and ultrasonics;</u>	
(J)	<u>identify and discuss the care and maintenance of windows;</u>	
(K)	<u>identify and discuss thermoplastic material inspection/types of defects;</u>	
(L)	<u>identify and discuss window temporary and permanent repairs;</u>	
(M)	<u>identify and discuss inspection of restraints and upholstery.</u>	
(5)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>non-metallic structures</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>inspect and repair fiberglass, composite, plastic, or glass-laminated structures;</u>	
(B)	<u>clean and inspect acrylic type windshields;</u>	
(C)	<u>perform a tap test on composite material;</u>	
(D)	<u>locate and explain repair procedures for elongated bolt holes; and</u>	
(E)	<u>perform lay up for a repair to a composite panel, including preparation for vacuum bagging, using a manufacturer's repair manual.</u>	

(6)	<u>The student understands the academic knowledge and skills for <b>flight controls</b>. The student is expected to:</u>	
(A)	<u>identify and compare types of aircraft control cables and control cable maintenance techniques;</u>	
(B)	<u>identify and explain the function of cable connectors, cable guides, and control stops;</u>	
(C)	<u>identify and explain the function of push-pull tubes and torque tubes;</u>	
(D)	<u>identify and explain the function of bellcranks;</u>	
(E)	<u>explain the purpose of maintaining a calibration schedule for cable tension meters and other rigging equipment;</u>	
(F)	<u>explain the use and interpretation of cable tensiometer equipment and a cable tension chart;</u>	
(G)	<u>define and explain flutter and flight control balance;</u>	
(H)	<u>identify and explain primary aircraft flight controls, stabilizer systems, and flight control rigging; and</u>	
(I)	<u>identify and explain secondary and auxiliary control surfaces and other aerodynamic wing features.</u>	
(7)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>flight controls</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>identify fixed-wing aircraft rigging adjustment locations;</u>	
(B)	<u>inspect and report findings on primary and secondary flight control surfaces;</u>	
(C)	<u>inspect and report findings on primary control cables;</u>	
(D)	<u>adjust and secure a primary flight control cable;</u>	
(E)	<u>adjust push-pull flight control systems;</u>	
(F)	<u>check the balance of a flight control surface and balance a control surface;</u>	
(G)	<u>determine allowable axial play limits for a flight control bearing; and</u>	
(H)	<u>identify and locate appropriate data to verify aircraft flight control travel limits.</u>	
(8)	<u>The student understands the academic knowledge and skills for <b>airframe inspection</b>. The student is expected to:</u>	
(A)	<u>explain the use of inspection requirements under 14 Code of Federal Regulations (CFR) Part 91;</u>	

(B)	<u>discuss maintenance recordkeeping requirements under 14 CFR Part 43.</u>	
(C)	<u>research and describe requirements for complying with airworthiness directives, as found in 14 CFR Part 39;</u>	
(D)	<u>identify and differentiate between FAA-approved data and other data sources such as manufacturer manuals;</u>	
(E)	<u>explain the need for compliance with service letters, service bulletins, instructions for continued airworthiness, and airworthiness directives;</u>	
(F)	<u>explain the purpose and methods of visual inspections;</u>	
(G)	<u>describe the method to select and use checklists and other maintenance publications, including service letters, service bulletins, instructions for continued airworthiness, and airworthiness directives; and</u>	
(H)	<u>describe the importance of maintenance record documentation.</u>	
(9)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>airframe inspection</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>perform a portion of a 100-hour inspection in accordance with 14 CFR Part 43 such as a records check using the appropriate checklist;</u>	
(B)	<u>enter results of a 100-hour inspection, including airworthy and unairworthy conditions, in a maintenance record;</u>	
(C)	<u>analyze and inspect applicable equipment and documents to determine compliance with a specific airworthiness directive;</u>	
(10)	<u>The student understands the academic knowledge and skills for <b>landing gear</b>. The student is expected to:</u>	
(A)	<u>identify and discuss safety precautions when using aircraft jacks;</u>	
(B)	<u>identify and discuss safety precautions when working with high pressure fluids and gases;</u>	
(C)	<u>identify and discuss safety precautions in the storage and handling of hydraulic fluids;</u>	
(D)	<u>identify and discuss safety precautions in the operation of retractable landing gear systems around personnel;</u>	
(E)	<u>identify and discuss safety precautions in landing gear, tire, wheel maintenance operations;</u>	
(F)	<u>describe fixed and retractable landing gear systems and components;</u>	
(G)	<u>explain the necessity of landing gear strut servicing and lubrication;</u>	

(H)	<u>describe and compare the method of inspection of bungee and spring steel landing gear systems;</u>	
(I)	<u>describe and compare aircraft steering systems;</u>	
(J)	<u>explain landing gear position and warning system inspection, check, and servicing;</u>	
(K)	<u>explain brake assembly servicing and inspection; and</u>	
(L)	<u>describe and compare brake actuating systems.</u>	
(11)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>landing gear</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>inspect and service landing gear such as fixed or retractable systems;</u>	
(B)	<u>jack an aircraft for a gear retraction check;</u>	
(C)	<u>inspect wheels, brakes, bearings, and tires;</u>	
(D)	<u>bleed air from a hydraulic brake system;</u>	
(E)	<u>inspect a tire for defects;</u>	
(F)	<u>replace shock strut air valve;</u>	
(G)	<u>locate and explain the process for checking landing gear alignment;</u>	
(H)	<u>troubleshoot aircraft steering system issues such as nose-wheel shimmy;</u>	
(I)	<u>identify landing gear position and warning system components;</u>	
(J)	<u>troubleshoot landing gear position and warning systems;</u>	
(K)	<u>inspect a brake for serviceability; and</u>	
(L)	<u>inspect tube landing gear for damage.</u>	
(12)	<u>The student understands the academic knowledge and skills for <b>hydraulic and pneumatic systems</b>. The student is expected to:</u>	
(A)	<u>describe hydraulic system components, including reservoirs, filters, hoses, lines, fittings, valves, actuators, accumulators, and pumps;</u>	
(B)	<u>explain the function of hydraulic system components, including reservoirs, filters, hoses, lines, fittings, valves, actuators, accumulators, and pumps;</u>	
(C)	<u>explain hydraulic system operation, inspections, operational checks, servicing, and troubleshooting;</u>	

(D)	<u>describe pneumatic system components, including reservoirs, filters, hoses, lines, fittings, valves, actuators, accumulators, and pumps;</u>	
(E)	<u>explain the function of pneumatic system components, including reservoirs, filters, hoses, lines, fittings, valves, actuators, accumulators, and pumps;</u>	
(F)	<u>explain pneumatic system operation, inspections, operational checks, servicing, and troubleshooting;</u>	
(G)	<u>identify types of hydraulic seals and hydraulic seal fluid compatibility;</u>	
(H)	<u>research and identify the risks associated with high pressure gases and fluids;</u>	
(I)	<u>research and identify the risks of not properly relieving system pressure prior to system servicing;</u>	
(J)	<u>research and identify the risks associated with storage and handling of hydraulic fluids; and</u>	
(K)	<u>research and identify the risks of cross-contamination of hydraulic fluids.</u>	
(13)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>hydraulic and pneumatic systems</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>identify different types of hydraulic fluids;</u>	
(B)	<u>install seals and backup rings in a hydraulic component;</u>	
(C)	<u>remove, clean, inspect, and install a hydraulic system filter;</u>	
(D)	<u>service a hydraulic system reservoir;</u>	
(E)	<u>purge air from a hydraulic system;</u>	
(F)	<u>inspect a hydraulic system and a pneumatic system for leaks;</u>	
(G)	<u>troubleshoot a hydraulic system and a pneumatic system for leaks;</u>	
(H)	<u>locate and explain hydraulic fluid servicing instructions;</u>	
(I)	<u>identify and select hydraulic fluid for a given aircraft; and</u>	
(J)	<u>locate installation procedures for a seal, backup ring, or gasket.</u>	
(14)	<u>The student understands the academic knowledge and skills for <b>environmental systems</b>. The student is expected to:</u>	
(A)	<u>explain the operation and purpose of pressurization systems and bleed air heating systems;</u>	
(B)	<u>explain and compare aircraft instrument cooling methods;</u>	

(C)	<u>differentiate between exhaust heat exchanger system and combustion heater system components, function, and operation;</u>	
(D)	<u>differentiate between vapor-cycle system and air-cycle system components, function, and operation;</u>	
(E)	<u>explain cabin pressurization systems, components, and operation;</u>	
(F)	<u>differentiate between types of aircraft oxygen systems;</u>	
(G)	<u>differentiate between types of aircraft oxygen system components;</u>	
(H)	<u>identify and assess risks associated with oxygen system maintenance;</u>	
(I)	<u>identify and assess risks associated with the recovery of vapor-cycle refrigerant;</u>	
(J)	<u>identify and assess risks associated with storage, handling, and use of compressed gas cylinders;</u>	
(K)	<u>identify and assess risks associated with disregarding manufacturer's recommended refrigerant servicing procedures; and</u>	
(L)	<u>identify and assess risks associated with maintenance of combustion heaters.</u>	
(15)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>environment systems</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>inspect and service an oxygen system;</u>	
(B)	<u>clean and inspect a pilot emergency oxygen mask and supply hoses;</u>	
(C)	<u>inspect an oxygen system cylinder for serviceability;</u>	
(D)	<u>locate and describe the procedures to troubleshoot a combustion heater;</u>	
(E)	<u>locate and describe the procedures for servicing a refrigerant (vapor-cycle) system;</u>	
(F)	<u>locate and describe the troubleshooting procedures for an air-cycle system;</u>	
(G)	<u>inspect a cabin heater system equipped with an exhaust heat exchanger for cracks; and</u>	
(H)	<u>locate troubleshooting procedures for a pressurization system.</u>	
(16)	<u>The student understands the academic knowledge and skills for <b>aircraft instrument systems</b>. The student is expected to:</u>	
(A)	<u>describe annunciator indicating systems and define the meaning of warning, caution, and advisory lights;</u>	



(B)	<u>differentiate between fuel quantity indicating systems;</u>	
(C)	<u>differentiate between types of gyroscopic instruments;</u>	
(D)	<u>explain the function and operation of:</u>	
(i)	<u>magnetic compasses and compass swinging procedures;</u>	
(ii)	<u>pressure and temperature indicating instruments;</u>	
(iii)	<u>position indication sensors and instruments;</u>	
(iv)	<u>engine indication and crew alerting systems;</u>	
(v)	<u>instrument vacuum and pneumatic systems;</u>	
(vi)	<u>pitot-static systems;</u>	
(vii)	<u>electronic displays and flight instrument systems;</u>	
(viii)	<u>transponder and encoder systems;</u>	
(ix)	<u>angle of attack and stall warning systems; and</u>	
(x)	<u>takeoff and landing gear configuration warning systems.</u>	
(17)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>aircraft instrument systems</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>remove and install an aircraft instrument;</u>	
(B)	<u>determine barometric pressure using an altimeter;</u>	
(C)	<u>verify proper range markings on an instrument for a particular aircraft using approved data;</u>	
(D)	<u>locate the procedures for troubleshooting a vacuum-operated instrument system;</u>	
(E)	<u>identify exhaust gas temperature system components;</u>	
(F)	<u>inspect an aircraft's alternate static air source; and</u>	
(G)	<u>locate and explain the adjustment procedures for a stall warning system.</u>	
(18)	<u>The student understands the academic knowledge and skills for <b>aircraft communication and navigation systems</b>. The student is expected to:</u>	
(A)	<u>describe radio operating principles and radio components;</u>	
(B)	<u>identify and explain mounting requirements of antennas, static discharge wicks, and avionics components;</u>	

(C)	<u>identify the components of communication systems, including very high frequency (VHF), high frequency (HF), satellite communications (SATCOM), Aircraft Communication Addressing and Reporting System (ACARS);</u>	
(D)	<u>explain the basic operation of communications systems, including very high frequency (VHF), high frequency (HF), satellite communications (SATCOM), Aircraft Communication Addressing and Reporting System (ACARS);</u>	
(E)	<u>identify the components of emergency locator transmitters (ELT) and explain the basic operation of ELTs;</u>	
(F)	<u>identify the components of navigation systems, including distance measuring equipment (DME), instrument landing system (ILS), global positioning system (GPS), automatic direction finder (ADF), VHF omnidirectional range (VOR).</u>	
(G)	<u>explain the basic operation of navigation systems, including distance measuring equipment (DME), instrument landing system (ILS), global positioning system (GPS), automatic direction finder (ADF), VHF omnidirectional range (VOR).</u>	
(H)	<u>identify the components of collision avoidance systems, including radio altimeter (RA), automatic dependent surveillance-broadcast (ADS-B), traffic collision avoidance systems (TCAS) and ground proximity warning system (GPWS);</u>	
(I)	<u>explain the basic operation of collision avoidance systems, including radio altimeter (RA), automatic dependent surveillance-broadcast (ADS-B), traffic collision avoidance systems (TCAS) and ground proximity warning system (GPWS);</u>	
(J)	<u>identify the components and explain the basic operation of intercom systems;</u>	
(K)	<u>identify the components and explain the basic operation of weather radar;</u>	
(L)	<u>identify the components and explain the basic operation of autopilot and auto-throttle systems;</u>	
(M)	<u>research and identify the risks of improper ELT testing procedures;</u>	
(N)	<u>research and identify the risks of performing maintenance on high power/high frequency systems such as weather radar and SATCOM systems; and</u>	
(O)	<u>research and identify the risks of improper mounting of antennas.</u>	
(19)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>aircraft communication and navigation systems</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>locate and explain autopilot inspection procedures;</u>	
(B)	<u>identify navigation and communication antennas;</u>	

(C)	<u>perform an operational check of a VHF communications system;</u>	
(D)	<u>locate proper testing procedures for an ELT, inspect ELT batteries for expiration date, and perform an operational check of an ELT; and</u>	
(E)	<u>locate and explain the installation procedures for antennas, including mounting and coaxial connections.</u>	
(20)	<u>The student understands the academic knowledge and skills for <b>aircraft fuel systems</b>. The student is expected to:</u>	
(A)	<u>identify fuel system types and fuel system components, including filters and selector valves;</u>	
(B)	<u>differentiate between types of aircraft fuel tanks and types of fuel cells;</u>	Breakouts: break out tanks and cells separately
(C)	<u>explain fuel flow during fuel transfer, fueling, defueling, and fuel jettisoning;</u>	
(D)	<u>describe characteristics of fuel types;</u>	
(E)	<u>describe fuel system maintenance industry best practices;</u>	
(F)	<u>differentiate between fuel quantity indication methods such as float type, electrical resistance, or visual indicators;</u>	
(G)	<u>research and identify the risks of improper fuel system maintenance;</u>	
(H)	<u>research and identify the risks of fuel system contamination and spills;</u>	
(I)	<u>research and identify the risks of fuel system maintenance requiring fuel tank entry; and</u>	
(J)	<u>research and identify the risks when defueling aircraft.</u>	
(21)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>aircraft fuel systems</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>inspect a metal, bladder, or integral fuel tank;</u>	
(B)	<u>inspect a fuel selector valve;</u>	
(C)	<u>drain a fuel system sump;</u>	
(D)	<u>service a fuel system strainer; and</u>	
(E)	<u>identify and locate fuel system operating instructions, inspection procedures, crossfeed procedures, required placards, and defueling procedures.</u>	Breakout: "Fuel systems" goes with each breakout

(22)	<u>The student understands the academic knowledge and skills for aircraft electrical systems. The student is expected to:</u>	
(A)	<u>identify the components of generators, direct current (DC) generation systems, and DC power distribution systems;</u>	
(B)	<u>explain the basic operation of generators, DC generation systems, and DC power distribution systems;</u>	
(C)	<u>identify the components of alternators, alternating current (AC) generation systems, and AC power distribution systems;</u>	
(D)	<u>explain the basic operation of alternators, AC generation systems, and AC power distribution systems;</u>	
(E)	<u>identify the components and explain the basic operation of voltage regulators, over-volt protection, and overcurrent protection;</u>	
(F)	<u>identify the components and explain the basic operation of inverter systems;</u>	
(G)	<u>explain aircraft wiring size and type selection criteria;</u>	
(H)	<u>explain the purpose of aircraft wiring shielding;</u>	
(I)	<u>explain the purpose of aircraft bonding and lightning protection;</u>	
(J)	<u>describe basic electrical system troubleshooting practices;</u>	
(K)	<u>identify soldering preparation techniques, types of solder, and flux usage;</u>	
(L)	<u>identify types of aircraft electrical connectors, splices, terminals, and switches;</u>	
(M)	<u>describe methods of aircraft battery troubleshooting and maintenance;</u>	
(N)	<u>research and identify the risks of testing electrical systems, including energized and non-energized systems;</u>	
(O)	<u>research and identify the risks of connecting and disconnecting external power;</u>	
(P)	<u>research and identify the risks of maintenance in areas containing aircraft wiring;</u>	
(Q)	<u>research and identify the risks of improperly routing and securing wires and wire bundles;</u>	Breakout: <ul style="list-style-type: none"> <li>• routing wires</li> <li>• securing wires</li> <li>• routing wire bundles</li> <li>• securing wire bundles</li> </ul>
(R)	<u>research and identify the risks of improper selection or installation of wire terminals; and</u>	

(S)	<u>research and identify the risks of improper soldering practices.</u>	
(23)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>aircraft electrical systems</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>inspect aircraft wiring installation and routing;</u>	
(B)	<u>perform wire terminating and splicing;</u>	
(C)	<u>identify components using a wiring circuit diagram;</u>	
(D)	<u>connect aircraft wires using a solder joint;</u>	
(E)	<u>troubleshoot a simple airframe electrical circuit;</u>	
(F)	<u>install bonding jumpers to electrically connect two isolated components;</u>	
(G)	<u>measure the resistance of an electrical system component;</u>	
(H)	<u>inspect and test anti-collision, position, and landing lights for proper operation;</u>	
(I)	<u>identify components in an electrical schematic where AC is rectified to a DC voltage;</u>	
(J)	<u>perform a continuity test to verify the condition of a conductor; and</u>	
(K)	<u>perform a test on a conductor for a short to ground.</u>	
(24)	<u>The student understands the academic knowledge and skills for <b>ice and rain control systems</b>. The student is expected to:</u>	
(A)	<u>explain causes and effects of aircraft icing;</u>	
(B)	<u>identify the components of ice detection systems, aircraft anti-ice systems, and de-ice systems;</u>	
(C)	<u>explain the basic operation of ice detection systems, aircraft anti-ice systems, and de-ice systems;</u>	
(D)	<u>explain wind screen rain control systems, including wiper blade, chemical, and pneumatic bleed air.</u>	
(E)	<u>research and identify the risks of improper ice and rain control system testing or maintenance;</u>	
(F)	<u>research and identify the risks of improper storage and handling of deicing fluids; and</u>	
(G)	<u>research and identify the risks of improper selection and use of cleaning materials for heated windshields.</u>	

(25)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>aircraft electrical systems</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>clean a pneumatic deicer boot;</u>	
(B)	<u>locate and explain the procedures for inspecting an electrically-operated windshield wiper system;</u>	
(C)	<u>locate and explain the procedures for replacing blades on a windshield wiper system; and</u>	
(D)	<u>locate and explain the procedures for inspecting a pneumatic rain removal system.</u>	
(26)	<u>The student understands the academic knowledge and skills for <b>airframe fire protection systems</b>. The student is expected to:</u>	
(A)	<u>explain types of fires and aircraft fire zones;</u>	
(B)	<u>identify the components and explain the basic operation of overheat detection and warning systems;</u>	
(C)	<u>identify the components and explain the basic operation of fire detection and warning systems;</u>	
(D)	<u>identify the components and explain the basic operation of smoke and carbon monoxide detection systems;</u>	
(E)	<u>describe types of fire extinguishing systems and extinguishing agents;</u>	
(F)	<u>research and identify the risks of maintenance on circuits associated with fire bottle squibs;</u>	
(G)	<u>research and explain the use of PPE when working on or testing fire extinguishing systems; and</u>	
(H)	<u>explain the risks of exposure to fire extinguishing agents.</u>	
(27)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>airframe fire protection systems</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>evaluate an installed fire extinguisher system for proper container pressure;</u>	
(B)	<u>locate and explain the procedures for checking a smoke detection system;</u>	
(C)	<u>locate and explain the procedures for inspecting an overheat detection system; and</u>	
(D)	<u>inspect fire protection system cylinders and check for hydrostatic test date.</u>	

(28)	<u>The student understands the academic knowledge and skills for <b>rotorcraft fundamentals</b>. The student is expected to:</u>	
(A)	<u>explain the characteristics of rotorcraft aerodynamics and flight controls;</u>	
(B)	<u>identify the components and explain the function of rotorcraft transmissions;</u>	
(C)	<u>explain the need for rigging requirements for rotary wing aircraft;</u>	
(D)	<u>identify rotor systems, rotor blade functions, and rotor blade construction;</u>	
(E)	<u>explain the need for helicopter skid shoe and tube inspections;</u>	
(F)	<u>explain causes of rotor system and drive system vibrations;</u>	
(G)	<u>explain the purpose of rotor blade track and balance;</u>	
(H)	<u>research and identify the risks of working around helicopter blades during ground operations;</u>	
(I)	<u>research and identify the risks of improper ground-handling procedures;</u>	
(J)	<u>research and identify the risks of ground operations and functional tests; and</u>	
(K)	<u>research and identify the risks of improper maintenance of rotorcraft systems and components.</u>	
(29)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>rotorcraft fundamentals</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>identify components of a helicopter rotor system;</u>	
(B)	<u>identify and locate helicopter rotor blade track and balance procedures;</u>	Breakout: track and balance is one thing
(C)	<u>identify and locate procedures needed to rig helicopter controls; and</u>	
(D)	<u>identify and locate procedures to track and balance a rotor system.</u>	
(30)	<u>The student understands the academic knowledge and skills for <b>water and waste systems</b>. The student is expected to:</u>	
(A)	<u>identify the components and explain the basic operation of potable water systems;</u>	
(B)	<u>identify the components and explain the basic operation of lavatory waste systems;</u>	
(C)	<u>describe servicing requirements for water and waste systems;</u>	
(D)	<u>research and identify the need for PPE to reduce the risks associated with servicing lavatory waste systems.</u>	

<u>(31)</u>	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>water and waste systems</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
<u>(A)</u>	<u>locate and explain the procedures for servicing a lavatory waste system; and</u>	
<u>(B)</u>	<u>locate and explain the procedures for servicing a potable water system.</u>	

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§~~127.XXX~~ ~~130.454~~. Aircraft Powerplant Technology (Two Credits), Adopted ~~2024~~2015.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Introduction to Aircraft Technology <del>and Aircraft Maintenance</del> . Students shall be awarded two credits for successful completion of this course.	Added new course offering to prereq
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	Can't change
(2)	The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.	Can't change
(3)	Aircraft Powerplant Technology is designed to teach the theory of operation of aircraft powerplants and associated maintenance and repair practices <u>of the Federal Aviation Administration (FAA) powerplant curriculum subjects utilizing aircraft, aircraft training devices, or equivalent simulated situations. In this course, the academic and technical skills are separated to reflect the learning outcomes as designed in the FAA airman certification standards.</u> Powerplant maintenance and repair practices include knowledge of the theory, function, diagnosis, and service of powerplants, systems, and components of aircraft. <u>Industry-recognized professional licensures, certifications, and registrations are available for students who meet the requirements set forth by the accrediting organization.</u>	Improved language
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(6)	<u>The FAA uses standard terms that contain specific expectations for performance. The terms are defined as follows:</u>	These come from the FAA and are used in the Airman Certification Standards for aviation maintenance.
(A)	<u>Check means to verify proper operation.</u>	
(B)	<u>Inspect means to examine with or without inspection enhancing tools or equipment.</u>	
(C)	<u>Overhaul means to disassemble, clean, inspect, repair as necessary, and reassemble.</u>	
(D)	<u>Repair means to correct a defective condition.</u>	

(E)	<u>Service means to perform functions that assure continued operation.</u>	
(F)	<u>Troubleshoot means to analyze and identify malfunctions.</u>	
(7)	<u>When a student performs an action such as checking, inspecting, overhauling, repairing, servicing, troubleshooting, and installing in this course, they are to complete all associated tasks. If an action detects a flaw, defect, or discrepancy in an aircraft or component, that finding could trigger another maintenance action. Actions may include documenting findings through logbook entries, maintenance action forms, installation plans, and work orders.</u>	
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	<u>identify and compare</u> <del>discuss</del> employment opportunities, including entrepreneurship opportunities, and certification requirements for the field of aircraft maintenance;	
(B)	<u>identify and demonstrate ways to contribute and collaborate as an effective member of a team;</u> <del>demonstrate the principles of group participation and leadership related to citizenship and career preparation;</del>	
(C)	<u>identify individual ethical and legal behavior standards according to professional and regulatory agencies;</u> <del>evaluate employers' expectations and appropriate work habits;</del>	
(D)	<u>research Federal Aviation Regulations and discuss the impact of the English language proficiency requirements as prescribed by the Federal Aviation Regulations;</u> <del>discuss the competencies related to resources, information systems, and technology;</del>	
(E)	<u>identify and explain</u> <del>demonstrate awareness of the technical knowledge and skills related to human factors that may impact health and safety in a worksite in the workplace and how they are addressed as specified by</del> <u>appropriate</u> governmental regulations <del>in, and an understanding of personal responsibility in this area;</del>	
(F)	<u>explain the role of human factors and demonstrate personal responsibility to maintain health and safety in the workplace;</u>	
(G)(F)	<u>identify and explain how employees' personal responsibility and other human factors, including personal attitudes, can affect the success and profitability of a workplace</u> <del>demonstrate awareness of the technical knowledge, skills, and attitudes related to human factors in a successful and profitable workplace and the role of the employee in creating that success, including personal responsibility;</del>	
(H)(G)	apply reasoning <u>skills</u> to a variety of <u>simulated</u> workplace situations in order to make ethical decisions:-	

(I)	<i>identify standards of industry related employee appearance and health habits;</i>	Merged with item (6) [in purple below]
(J)	<i>identify and practice effective written and oral communication skills;</i>	Merged with item (6) [in purple below]
(K)	<i>identify and practice effective listening skills; and</i>	Merged with item (6) [in purple below]
(L)	<i>define and apply FAA standard terms that contain specific expectations for performance, including check, inspect, overhaul, repair, service, and troubleshoot.</i>	
(2)	<del>The student relates academic skills to the requirements of aircraft maintenance and repair. The student is expected to:</del>	FAA has substantively changed the learning outcomes for Airframe and Powerplant Mechanics. As a result, we find the most effective path is to strike out the previous entries and start fresh.
(A)	<del>demonstrate effective oral and written communication skills with individuals from various cultures, including fellow workers, management, and customers;</del>	
(B)	<del>follow work orders and related paperwork;</del>	
(C)	<del>develop an understanding of how to estimate parts and labor costs on powerplant repair orders;</del>	
(D)	<del>locate, read, understand the function of, and interpret documents, including schematics, charts, graphs, drawings, blueprints, wiring diagrams, service repair manuals and service bulletins, type certificate data sheets, supplemental type certificates, airworthiness directives, and federal aviation regulations and advisory information;</del>	
(E)	<del>demonstrate an understanding of metric and U.S. customary standard measurement systems;</del>	
(F)	<del>perform precision measurements, including the use of engineering scales, dial calipers, and Vernier micrometers; and</del>	
(G)	<del>employ critical thinking skills and structured problem solving skills to diagnose powerplant system malfunctions, solve problems, and make decisions.</del>	
(3)	<del>The student knows the technical knowledge and skills of aircraft maintenance and repair. The student is expected to:</del>	
(A)	<del>demonstrate knowledge of aviation regulations prescribed by the Code of Federal Regulations, Title 14, Volumes I-III, that govern mechanic privileges, the construction, maintenance, and service of aircraft, and 100-hour and annual inspections;</del>	
(B)	<del>apply and understand the principles of simple machines, fluid dynamics, and heat dynamics, including Boyle's Law and Charles' Law;</del>	
(C)	<del>demonstrate understanding of aircraft reciprocating engines, including the operating theory, cylinder configurations, functions, and service and repair methods and techniques for two-cycle, four-cycle, and diesel engines;</del>	

(D)	demonstrate understanding of aircraft turbine engines, including the operating theory, mechanical arrangements, functions, and service and repair methods and techniques for turbojet, turbofan, turboprop, and turboshaft engines;	
(E)	demonstrate knowledge of powerplant systems and components, their functions, and basic operating principles, including engine instruments, fire protection systems, electrical systems, lubrication systems, ignition and starting systems, fuel metering systems, fuel delivery systems, inductions systems, cooling systems, exhaust systems, and propellers;	
(F)	review the necessary steps to perform a reciprocating engine overhaul following industry best practices;	
(G)	identify and select appropriate nondestructive testing methods for component inspections, including dye penetrant, eddy current, ultrasonic, and magnetic particle inspections;	
(H)	demonstrate knowledge of aircraft common terminology and standard practices and the tools required to complete maintenance, modifications, and repairs; and	
(I)	discuss the completion of logbooks and computer applications to maintain required aircraft documents.	
(4)	The student knows the function and application of the tools, equipment, technologies, and preventative maintenance used in airframe maintenance and repair. The student is expected to:	
(A)	demonstrate knowledge and a high degree of skills in safely using hand and power tools and equipment commonly employed in the maintenance and repair of aircraft;	
(B)	demonstrate knowledge of the proper handling and disposal of environmentally hazardous materials used in maintaining and servicing aircraft;	
(C)	research and understand the impact of new and emerging aircraft technologies; and	
(D)	identify and understand the need for preventative maintenance procedures and practices.	
(5)	The student applies the technical knowledge and skills of the trade to simulated and actual work situations. The student is expected to:	
(A)	determine powerplant component wear accurately by using precision measuring and published specifications to determine if a given component is within wear tolerance and research necessary repairs;	
(B)	research proper repair methods for a simulated repair and write a work order that calls out specific maintenance references and estimates cost of repairs;	
(C)	create an appropriate inspection checklist for a given powerplant based on regulated mandatory inspection points for an annual inspection and perform the inspection;	

(D)	<del>describe the detailed function and operation of a reciprocating and a turbine aircraft powerplant using drawings and written descriptions;</del>	
(E)	<del>describe the detailed function and operation of a reciprocating or turbine aircraft powerplant system or component using drawings and written descriptions;</del>	
(F)	<del>construct a detailed engine troubleshooting chart showing possible defects and resulting effects on engine performance of a reciprocating or turbine aircraft powerplant;</del>	
(G)	<del>apply aircraft maintenance and repair essential knowledge and skills to learning experiences such as job shadowing, mentoring, apprenticeship training, and career preparation;</del>	
(H)	<del>indicate and select proper products used in preventative maintenance for a given powerplant from appropriate maintenance publications; and</del>	
(I)	<del>perform regular audits and inspections to maintain compliance with safety, health, and environmental regulations.</del>	
(6)	The student demonstrates appropriate interpersonal and communication skills. The student is expected to:	
(A)	<del>describe and apply ethical and legal responsibilities appropriate to the workplace;</del>	
(B)	<del>demonstrate the uses of proper etiquette and behavior;</del>	
(C)	<del>identify benefits of personal appearance and health habits;</del>	Moved above
(D)	<del>practice written and oral communication skills; and</del>	Moved above
(E)	<del>employ effective listening skills.</del>	Moved above
(7)	The student learns the value of and how to develop an occupational experience program as it relates to the aircraft industry. The student is expected to:	
(A)	<del>apply proper record-keeping skills as related to industry-based occupational experiences;</del>	
(B)	<del>participate in youth leadership opportunities to create a well-rounded occupational experience;</del>	
(C)	<del>produce a program of activities for a career and technical student organization or other leadership opportunity; and</del>	
(D)	<del>develop a work plan and budget.</del>	
(2)	The student relates academic skills to the requirements of <b>reciprocating engines</b> . The student is expected to:	
(A)	<u>identify the components and types of reciprocating internal combustion aircraft engines, including inline, opposed, V-type, and radial engines;</u>	

(B)	<u>explain the operational theory of reciprocating internal combustion aircraft engines, including inline, opposed, V-type, and radial engines;</u>	
(C)	<u>explain the purpose and methods of reciprocating engine preservation;</u>	
(D)	<u>explain the purpose and methods of reciprocating engine maintenance and inspection;</u>	
(E)	<u>locate and explain the procedures for reciprocating engine ground operations;</u>	
(F)	<u>identify the components of and explain the basic operation of diesel engines;</u>	
(G)	<u>explain the basic operational theory of diesel engines;</u>	
(H)	<u>research and identify the risks of maintenance that requires moving the propeller;</u>	
(I)	<u>research and identify the risks of ground operating a reciprocating engine;</u>	
(J)	<u>research and identify the actions necessary in the event of a reciprocating engine fire; and</u>	
(K)	<u>research and identify the risks in not using the manufacturer's procedures during maintenance.</u>	
(3)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>reciprocating engines</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>perform and document findings from a cylinder assembly inspection;</u>	
(B)	<u>operate and troubleshoot a reciprocating engine;</u>	
(C)	<u>install a wrist pin in a piston;</u>	
(D)	<u>identify the parts of a cylinder and a crankshaft;</u>	
(E)	<u>identify and inspect bearings found in reciprocating engines; and</u>	
(F)	<u>inspect and rig cable and push-pull engine controls.</u>	
(4)	<u>The student relates academic skills to the requirements of <b>turbine engines</b>. The student is expected to:</u>	
(A)	<u>identify the components and types of turbine engines;</u>	
(B)	<u>explain the basic operational theory of turbine engines;</u>	
(C)	<u>explain the purpose and methods of monitoring turbine engine performance;</u>	
(D)	<u>explain the purpose and methods of turbine engine troubleshooting, maintenance, and inspection;</u>	
(E)	<u>research and explain the causes of turbine engine performance loss;</u>	

(F)	<u>explain the basic operational theory of bleed air systems;</u>	
(G)	<u>explain the purpose and methods of turbine engine preservation;</u>	
(H)	<u>explain the theory and application of auxiliary power units;</u>	
(I)	<u>research and identify the risks of turbine engine operation;</u>	
(J)	<u>research and identify the risks of performing maintenance on a turbine engine;</u>	
(K)	<u>research and identify the actions necessary in the event of a turbine engine fire; and</u>	
(L)	<u>research and identify the risks of foreign object damage (FOD) to turbine engines.</u>	
(5)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>turbine engines</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>identify different turbine compressors;</u>	
(B)	<u>identify different types of turbine engine blades;</u>	
(C)	<u>identify components of turbine engines;</u>	
(D)	<u>map airflow direction and pressure changes in turbine engines;</u>	
(E)	<u>identify and locate the procedures for the adjustment of a fuel control unit;</u>	
(F)	<u>identify and locate the installation or removal procedures for a turbine engine;</u>	
(G)	<u>identify damaged turbine engine blades; and</u>	
(H)	<u>analyze causes for turbine engine performance loss.</u>	
(6)	<u>The student relates academic skills to the requirements of <b>engine inspection</b>. The student is expected to:</u>	
(A)	<u>explain the purpose of inspection requirements under 14 Code of Federal Regulations (CFR) Part 43 and 14 CFR Part 91;</u>	
(B)	<u>explain the purpose and methods of identification of life-limited parts and life-limited parts replacement intervals;</u>	
(C)	<u>explain the purpose and types of special inspections such as sudden engine stoppage, hard landings, and FOD ingestion;</u>	
(D)	<u>explain the purpose of using FAA-approved data;</u>	

(E)	<u>explain the importance of compliance with service letters, service bulletins, instructions for continued airworthiness, airworthiness directives (AD), and Type Certificate Data Sheets (TCDS);</u>	
(F)	<u>explain the purpose of maintenance recordkeeping requirements under 14 CFR Part 43;</u>	
(G)	<u>explain the purpose of engine component inspection, checking, and servicing;</u>	
(H)	<u>explain the importance of inspecting engine mounts and mounting hardware;</u>	
(I)	<u>research and identify the risks of performing a compression test on a reciprocating engine; and</u>	
(J)	<u>research and identify the risks of performing maintenance on an operating reciprocating and turbine engine.</u>	
(7)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>engine inspection</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>evaluate a powerplant for compliance with FAA-approved or manufacturer data;</u>	
(B)	<u>perform a powerplant records inspection;</u>	
(C)	<u>inspect a powerplant for compliance with applicable ADs;</u>	
(D)	<u>determine powerplant installation eligibility in accordance with the TCDS;</u>	
(E)	<u>inspect engine controls for proper operation and adjustment;</u>	
(F)	<u>inspect an aircraft engine accessory for serviceability;</u>	
(G)	<u>inspect engine records for time or cycles on life-limited parts;</u>	
(H)	<u>perform an engine start and inspect engine operational parameters; and</u>	
(I)	<u>inspect an engine mount to determine serviceability.</u>	
(8)	<u>The student relates academic skills to the requirements of <b>engine instrument systems</b>. The student is expected to:</u>	
(A)	<u>identify the components of engine instrument systems, including fuel flow, temperature, engine speed, pressure, torque meter, engine pressure ratio (EPR), engine indicating and crew alerting system (EICAS), and electronic centralized aircraft monitor (ECAM);</u>	
(B)	<u>explain the operational theory of engine instrument systems, including fuel flow, temperature, engine speed, pressure, torque meter, EPR, EICAS, and ECAM;</u>	
(C)	<u>describe the types of annunciator indicators and the functions of annunciator indicating systems;</u>	



(D)	<u>define the meaning of annunciator indicating system warning, caution, and advisory lights;</u>	
(E)	<u>identify the components of and explain the operational theory of full authority digital engine controls (FADEC);</u>	
(F)	<u>explain the purpose and methods of marking engine instrument ranges;</u>	
(G)	<u>research and identify the risks of damaging instrument systems or indicating systems during maintenance; and</u>	
(H)	<u>research and identify the risks of inaccurate engine instrument calibration or inaccurate instrument readings.</u>	
(9)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>engine inspection</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>remove, inspect, and install a fuel-flow transmitter;</u>	
(B)	<u>remove, inspect, and install fuel-flow gauge;</u>	
(C)	<u>identify components of an electric tachometer system;</u>	
(D)	<u>inspect tachometer markings for accuracy;</u>	
(E)	<u>locate procedures for troubleshooting a turbine EPR system;</u>	
(F)	<u>inspect exhaust gas temperature (EGT) probes;</u>	
(G)	<u>locate and inspect engine low fuel pressure warning system components; and</u>	
(H)	<u>troubleshoot an EGT indicating system.</u>	
(10)	<u>The student relates academic skills to the requirements of <b>engine fire protection systems</b>. The student is expected to:</u>	
(A)	<u>identify types of fires such as electrical, structural, and petroleum-based fires and explain the purpose of engine fire zones;</u>	
(B)	<u>identify the components of and explain the basic operation of fire detection warning systems;</u>	
(C)	<u>explain the purpose of fire detection system maintenance and inspection requirements;</u>	
(D)	<u>identify fire extinguishing agents and types of systems;</u>	
(E)	<u>explain the purpose and methods of fire extinguishing system maintenance and inspection;</u>	
(F)	<u>research and identify the risks of container discharge cartridges;</u>	

(G)	<u>research and identify the risks of extinguishing agents; and</u>	
(H)	<u>research and identify the risks of maintenance on circuits associated with electrically-activated container discharge cartridges.</u>	
(11)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>engine fire protection systems</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>identify fire detection sensing units;</u>	
(B)	<u>locate troubleshooting procedures for a fire detection system;</u>	
(C)	<u>inspect fire extinguisher discharge circuit;</u>	
(D)	<u>check operation of fire warning press-to-test and troubleshoot faults; and</u>	
(E)	<u>identify continuous-loop fire detection system components.</u>	
(12)	<u>The student relates academic skills to the requirements of <b>engine electrical systems</b>. The student is expected to:</u>	
(A)	<u>identify the components of engine electrical systems, including alternating current generators, direct current generators, alternators, starter generators, voltage regulators, overvoltage protection, and overcurrent protection;</u>	
(B)	<u>explain the operational theory of engine electrical systems, including alternating current generators, direct current generators, alternators, starter generators, voltage regulators, overvoltage protection, and overcurrent protection;</u>	
(C)	<u>explain the procedure for locating the correct electrical wire size needed to fabricate a wire;</u>	
(D)	<u>explain the purpose of engine electrical wiring, switches, and protective devices;</u>	
(E)	<u>research and identify the risks of reversing polarity when performing electrical system maintenance;</u>	
(F)	<u>research and identify the actions necessary in response to a warning or caution annunciator light;</u>	
(G)	<u>research and identify the risks of performing maintenance on energized aircraft systems; and</u>	
(H)	<u>research and identify the risks of improper routing and securing wiring near flammable fluid lines.</u>	

(13)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>engine electrical systems</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>inspect engine electrical wiring, switches, cable, and protective devices;</u>	
(B)	<u>analyze the suitability of a replacement component by part number;</u>	
(C)	<u>troubleshoot a direct-drive electric starter system;</u>	
(D)	<u>select the appropriate wire size for engine electrical system;</u>	
(E)	<u>repair a broken engine electrical system wire;</u>	
(F)	<u>troubleshoot an electrical system using a schematic or wiring diagram;</u>	
(G)	<u>fabricate a bonding jumper; and</u>	
(H)	<u>inspect engine electrical connectors.</u>	
(14)	<u>The student relates academic skills to the requirements of <b>engine lubrication systems</b>. The student is expected to:</u>	
(A)	<u>describe types, grades, and uses of engine oil;</u>	
(B)	<u>identify the components and explain the basic operation of lubrication systems, including wet-sumps and dry-sumps;</u>	
(C)	<u>explain the purpose of chip detectors;</u>	
(D)	<u>explain the purpose and methods of lubrication system maintenance, inspection, servicing, and analysis;</u>	
(E)	<u>explain the causes of excessive aircraft engine oil consumption;</u>	
(F)	<u>research and identify the risks of mixing engine oils;</u>	
(G)	<u>research and identify the risks in not using the manufacturer's recommendations regarding the use of engine lubricants; and</u>	
(H)	<u>research and identify the risks of improper handling, storage, and disposal of used lubricating oil.</u>	
(15)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>engine lubrication systems</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>inspect an oil cooler or oil lines;</u>	
(B)	<u>identify the correct type of oil for a specific engine;</u>	

(C)	<u>identify approved oils for different climatic temperatures;</u>	
(D)	<u>identify and locate procedures for obtaining oil samples;</u>	
(E)	<u>inspect an oil filter or screen based on industry standards;</u>	
(F)	<u>identify oil system components;</u>	
(G)	<u>replace an oil system component;</u>	
(H)	<u>identify oil system flow through the engine;</u>	
(I)	<u>troubleshoot an engine oil pressure malfunction;</u>	
(J)	<u>troubleshoot an engine oil temperature system; and</u>	
(K)	<u>identify types of metal found in an oil filter.</u>	
(16)	<u>The student relates academic skills to the requirements of <b>ignition and starting systems</b>. The student is expected to:</u>	
(A)	<u>identify the components of ignition systems, including spark plugs, shower of sparks, magnetos, impulse couplings, solid-state ignitions, FADECs;</u>	
(B)	<u>explain the operational theory of ignition systems and components, including spark plugs, shower of sparks, magnetos, impulse couplings, solid-state ignitions, FADECs;</u>	
(C)	<u>identify the components and explain the basic operation of engine starters;</u>	
(D)	<u>identify the components and explain the basic operation of turbine engine ignition systems;</u>	
(E)	<u>research and identify the risks of advanced and retarded ignition timing on piston engines;</u>	
(F)	<u>research and identify the risks of maintenance on engines with capacitor discharge ignition systems; and</u>	
(G)	<u>research and identify the risks of working around reciprocating engines with an ungrounded magneto.</u>	
(17)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>ignition and starting systems</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>remove, clean, inspect, and install a spark plug;</u>	
(B)	<u>inspect an electrical starting system;</u>	
(C)	<u>troubleshoot an electrical starting system;</u>	Discussed and it falls in line with definitions above. (Intro 6)
(D)	<u>troubleshoot ignition switch circuit;</u>	

(E)	<u>identify the correct spark plugs used for replacement installation; and</u>	
(F)	<u>identify the correct igniter plug on a turbine engine.</u>	
(18)	<u>The student relates academic skills to the requirements of <b>engine fuel and fuel metering systems</b>. The student is expected to:</u>	
(A)	<u>explain the purpose of proper fuel to air ratios and fuel metering;</u>	
(B)	<u>identify the components of fuel metering systems, including float carburetor, pressure carburetor, continuous-flow fuel injection, FADEC, and hydromechanical fuel control;</u>	
(C)	<u>explain the basic operation of fuel metering systems, including float carburetor, pressure carburetor, continuous-flow fuel injection, FADEC, and hydromechanical fuel control;</u>	
(D)	<u>explain the adjustment of fuel metering systems, including float carburetor, pressure carburetor, continuous-flow fuel injection, FADEC, and hydromechanical fuel control;</u>	
(E)	<u>explain the purpose and basic operation of fuel heaters, lines, pumps, valves, filters, and drains;</u>	
(F)	<u>explain the basic operation of fuel nozzles and manifolds;</u>	
(G)	<u>identify the components and explain the basic operation of turbine engine fuel metering systems;</u>	
(H)	<u>locate and explain inspection requirements for an engine fuel system;</u>	
(I)	<u>explain fuel system operation;</u>	
(J)	<u>research and identify the risks of adjusting of turbine engine fuel controls;</u>	
(K)	<u>research and identify the risks of adjusting of reciprocating engine fuel controls;</u>	
(L)	<u>research and identify the risks of handling fuel metering system components or fuel control units that may contain fuel; and</u>	
(M)	<u>research and identify the risks of fuel system maintenance.</u>	
(19)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>engine fuel and fuel metering systems</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>identify carburetor components;</u>	
(B)	<u>identify fuel and air flow through a float-type carburetor;</u>	
(C)	<u>remove and install a carburetor main metering jet;</u>	
(D)	<u>inspect the needle, seat, and float level on a float-type carburetor;</u>	

(E)	<u>adjust carburetor idle speed and mixture;</u>	
(F)	<u>research and locate procedures for a turbine engine revolutions per minute overspeed inspection;</u>	
(G)	<u>research and locate procedures for adjusting a hydromechanical fuel control unit;</u>	
(H)	<u>explain procedures for removing and installing a turbine engine fuel control unit;</u>	
(I)	<u>identify components of an engine fuel system;</u>	
(J)	<u>identify fuel selector placards;</u>	
(K)	<u>inspect engine fuel system fluid lines and components;</u>	
(L)	<u>locate the procedures for troubleshooting a turbine engine fuel heater system; and</u>	
(M)	<u>inspect fuel selector valve.</u>	
(20)	<u>The student relates academic skills to the requirements of <b>reciprocating engine induction and cooling systems</b>. The student is expected to:</u>	
(A)	<u>identify the components and explain the theory of operation of reciprocating engine induction and cooling systems;</u>	
(B)	<u>explain the causes and effects of induction system icing;</u>	
(C)	<u>identify the components and explain the theory of superchargers, supercharger controls, turbochargers, turbocharger controls, and intercoolers;</u>	
(D)	<u>identify the components and explain the theory of augments cooling systems;</u>	
(E)	<u>identify the components and explain the theory of induction system filtering and carburetor heaters;</u>	
(F)	<u>research and identify the risks of maintenance on turbochargers;</u>	
(G)	<u>research and identify the risks of ground operation of aircraft engines;</u>	
(H)	<u>research and identify the risks of maintenance-related FOD; and</u>	
(I)	<u>research and identify the risks of chemicals used in liquid cooling systems.</u>	
(21)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>reciprocating engine induction and cooling systems</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>inspect a carburetor heat system;</u>	
(B)	<u>inspect an alternate air valve for proper operation;</u>	

(C)	<u>inspect an induction system drain for proper operation;</u>	
(D)	<u>service an induction air filter;</u>	
(E)	<u>inspect an induction system for obstruction;</u>	
(F)	<u>inspect an air intake manifold for leaks;</u>	
(G)	<u>locate the proper specifications for coolant used in a liquid-cooled engine;</u>	
(H)	<u>inspect reciprocating engine cooling ducting and baffle seals for damage;</u>	
(I)	<u>identify components of a turbocharger induction system;</u>	
(J)	<u>identify exhaust augments-cooled engine components;</u>	
(K)	<u>inspect and repair a cylinder baffle;</u>	
(L)	<u>inspect cowl flap system for normal operation; and</u>	
(M)	<u>inspect cylinder cooling fins for damage.</u>	
(22)	The student relates academic skills to the requirements of <b>turbine engine air systems</b> . The student is expected to:	
(A)	<u>identify the components and explain the operational theory of air cooling systems, turbine engine induction system, turbine engine bleed air system and turbine engine anti-ice system;</u>	
(B)	<u>explain the purpose and theory of turbine engine cowling air flow and turbine engine internal cooling;</u>	
(C)	<u>identify the components and purpose of turbine engine baffle and methods of seal installation;</u>	
(D)	<u>identify and explain the purpose of turbine engine insulation blankets and shrouds;</u>	
(E)	<u>research and identify the risks of maintenance on compressor bleed air systems; and</u>	
(F)	<u>research and identify the risks of ground operation of aircraft engines following other than manufacturer's instructions.</u>	
(23)	The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>turbine engine air systems</b> , utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:	
(A)	<u>identify location of turbine engine insulation blankets;</u>	
(B)	<u>identify turbine engine cooling air flow;</u>	
(C)	<u>inspect rigid or flexible turbine engine cooling ducting or baffle seals; and</u>	

(D)	<u>identify turbine engine ice and rain protection system components.</u>		
(24)	<u>The student relates academic skills to the requirements of <b>engine exhaust and reverser systems</b>. The student is expected to:</u>		
(A)	<u>identify the components of reciprocating engine exhaust systems, turbine engine exhaust systems, noise suppression, and thrust reversers;</u>		
(B)	<u>explain the operational theory of reciprocating engine exhaust systems, turbine engine exhaust systems, noise suppression, and thrust reversers;</u>		
(C)	<u>research and identify the risks of maintenance and inspection of exhaust system components;</u>		
(D)	<u>research and identify the risks of operating reciprocating engines with exhaust systems leaks and exhaust system failures; and</u>		
(E)	<u>research and identify the risks of ground operation of aircraft engines.</u>		
(25)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>engine exhaust and reverser systems</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>		
(A)	<u>identify the type of exhaust system on a particular aircraft;</u>		
(B)	<u>inspect exhaust system;</u>		
(C)	<u>locate and explain procedures for testing and troubleshooting a turbine thrust reverser system; and</u>		
(D)	<u>perform a pressure leak check of a reciprocating engine exhaust system.</u>		
(26)	<u>The student relates academic skills to the requirements of <b>propellers</b>. The student is expected to:</u>		
(A)	<u>explain the theory and operation of propellers;</u>		
(B)	<u>identify types of propellers and blade design.</u>		
(C)	<u>explain the theory and operation of constant speed propellers, pitch control systems, and propeller governors;</u>		
(D)	<u>explain the theory and operation of turbine engine propeller beta range operation.</u>		
(E)	<u>explain the purpose and methods of propeller servicing, maintenance, and inspections.</u>		
(F)	<u>identify and locate procedures for removal and installation of a propeller;</u>		
(G)	<u>explain the purpose of propeller TCDS;</u>		



(H)	<u>explain the theory and operation of propeller synchronization systems and propeller ice control systems; and</u>	
(I)	<u>research and identify the risks of propeller ground operation, maintenance, and inspections.</u>	
(27)	<u>The student uses regulatory and industry standards and demonstrates technical knowledge and skills for <b>propellers</b>, utilizing aircraft, aircraft training devices, or equivalent simulated situations. The student is expected to:</u>	
(A)	<u>check blade static tracking;</u>	
(B)	<u>inspect a propeller for condition and airworthiness;</u>	
(C)	<u>measure propeller blade angle;</u>	
(D)	<u>locate and explain the procedures for balancing a fixed-pitch propeller;</u>	
(E)	<u>identify propeller range of operation; and</u>	
(F)	<u>determine what minor propeller alterations are acceptable using the propeller specifications, TCDS, and listings.</u>	

**Discussion of Proposed New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.52, Ethnic Studies: American Indian/Native Studies**

**November 15, 2023**

**COMMITTEE OF THE FULL BOARD: DISCUSSION  
STATE BOARD OF EDUCATION: NO ACTION**

**SUMMARY:** This item provides the opportunity for the committee to discuss proposed new 19 Texas Administrative Code (TAC) Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.52, Ethnic Studies: American Indian/Native Studies, to add Texas Essential Knowledge and Skills (TEKS) for a new ethnic studies course in American Indian/Native studies.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §7.102(c)(4); 28.002(a) and (c); and 28.025(a).

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.025(a), requires the SBOE to determine by rule the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under TEC, §28.002.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**FUTURE ACTION EXPECTED:** Proposed new 19 TAC §113.52 could be presented for first reading and filing authorization at a future SBOE meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The 83rd Texas Legislature, 2013, passed House Bill (HB) 5, amending the TEC, §28.025, to change the high school graduation programs from the minimum, recommended, and advanced high school programs to one foundation high school program with endorsements to increase flexibility in graduation requirements for students. In August 2013, the SBOE held a work session to discuss changes to the graduation requirements in order to align with the requirements of HB 5, including discussion of courses required by the legislation. In 2014, the SBOE prioritized the development of new courses to align with requirements of HB 5. The list of new courses to be developed included a Mexican American studies course.

An innovative course in Mexican American Studies was approved by the commissioner of education in 2015 and was available to school districts and charter schools beginning with the 2015-2016 school year. In September 2018, the SBOE adopted TEKS for a new Ethnic Studies: Mexican American Studies course effective July 1, 2019.

In November 2019, the SBOE adopted an amendment to its rule on innovative courses to require comprehensive ethnic studies innovative courses in Native American studies, Latino studies, African American studies, and/or Asian Pacific Islander studies be presented to the SBOE for discussion and consideration for inclusion in the TEKS.

In June 2019, a new African American Studies innovative course was approved by the commissioner of education for use beginning with the 2019-2020 school year. The SBOE gave final approval to TEKS for a new Ethnic Studies: African American Studies course in April 2020 effective August 1, 2020.

In July 2023, the commissioner of education approved a new innovative course in Ethnic Studies: American Indian/Native Studies. At the August-September 2023 SBOE meeting, the Committee on Instruction requested that a discussion item regarding development of TEKS for the new course be presented at the November 2023 meeting. This item provides the opportunity for the SBOE to consider the addition of TEKS for an American Indian/Native studies course to the list of approved social studies courses.

**Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Programs

Shelly Ramos, Senior Director, Curriculum Standards and Student Support

## Update on Texas Essential Knowledge and Skills (TEKS) Review

November 17, 2023

### COMMITTEE OF THE FULL BOARD: ACTION STATE BOARD OF EDUCATION: ACTION

**SUMMARY:** This item provides the opportunity for staff to present an update on the review of the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and for the board to provide additional guidance to TEKS review and ELPS work groups.

**STATUTORY AUTHORITY:** Texas Education Code ([TEC](#)), §§[7.102\(c\)\(4\)](#); [28.002\(a\)](#) and [\(c\)](#); [28.025\(a\)](#); and [29.051](#).

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.025(a), requires the SBOE to by rule determine the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under the TEC, §28.002.

TEC, §29.051, establishes state bilingual education and special language programs to meet the needs of emergent bilingual students.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**PREVIOUS BOARD ACTION:** The SBOE adopted the TEKS for all subjects effective September 1, 1998. The English language arts and reading TEKS were amended effective September 4, 2008. The Spanish language arts and reading TEKS were amended effective November 26, 2008. The TEKS for high school English elective courses were amended effective August 23, 2010. The English and Spanish language arts and reading TEKS for Kindergarten-Grade 8 were amended effective September 25, 2017, and the English language arts and reading and English as a second language (ESL) TEKS for high school were amended effective November 12, 2017. The K-12 TEKS for English and Spanish language arts and reading were again amended effective August 1, 2019, to make technical adjustments to the standards. The mathematics TEKS were amended effective August 1, 2006. The secondary mathematics TEKS were amended effective February 22, 2009. The mathematics TEKS were again amended effective September 12, 2012. The science TEKS were amended effective August 4, 2009 and were amended again to streamline the science TEKS effective August 27, 2018. The social studies TEKS were amended effective August 23, 2010 and were amended again to streamline the social studies TEKS in 2018. The career and technical education (CTE) TEKS were amended effective August 23, 2010. The CTE TEKS were again amended effective August 28, 2017. The fine arts TEKS were amended effective August 24, 2015. The TEKS for languages other than English (LOTE) were amended effective July 15, 2014, and December 31, 2014. The technology applications TEKS were amended effective September 26, 2011. The health education TEKS and the physical education TEKS were amended to be effective August 1, 2022. The science TEKS were once again amended effective April 28, 2021, November 30, 2021, and April 26, 2022. The revised science TEKS are scheduled to be implemented in the 2024-2025 school year. The

technology applications TEKS were amended effective August 7, 2022, and are also scheduled to be implemented in the 2024-2025 school year. At the November 2022 meeting, the SBOE approved proposed revisions to the social studies TEKS to align with requirements of Senate Bill 3, 87th Texas Legislature, Second Called Session, for implementation beginning in the 2024-2025 school year.

At the June 2019 SBOE meeting, the board held a work session to discuss updating the TEKS and instructional materials review and adoption schedule. At the September 2019 meeting, the board approved the schedule through the 2030-2031 school year. The board held another work session to discuss updates to the TEKS and instructional materials review and adoption schedule at the January 2021 meeting. The board approved updates to the TEKS and instructional materials review and adoption schedule at the April 2021 meeting. At the April 2023 SBOE meeting, the board approved changes to the TEKS review process, including the addition of a process for selecting work group members. At the June 2023 meeting, the SBOE discussed a preliminary draft of proposed changes to the ELPS. At the September 2023 meeting, the SBOE discussed the ongoing ELPS and CTE reviews. Additionally, staff provided updates on the CTE programs of study refresh.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The board received training from a standards writing advisor at the July 2014 meeting. The standards writing advisor provided additional training to Texas Education Agency (TEA) staff in October 2014 to support future facilitation of the TEKS review committees.

In 2017, the SBOE significantly revised the process for the review and revision of the TEKS. The 2017 TEKS review process was used for the streamlining of the social studies TEKS. At the November 2018 meeting, the SBOE approved updates to the 2017 TEKS review and revision process to better clarify the process. The updated process was used for the review of the physical education, health education, and science TEKS.

At the January 2021 meeting, the board held a work session to discuss the timeline for the TEKS review and revision process and associated activities, including updates to State Board for Educator Certification teacher assignment rules and certification exams, adoption of instructional materials, and the completion of the Texas Resource Review. TEA provided an overview of CTE programs of study and a skills gap analysis to inform the review and revision of the CTE TEKS. The board discussed potential adjustments to the TEKS and Instructional Materials Review and Adoption Schedule. At the April 2021 meeting, the SBOE approved revisions to the TEKS and Instructional Materials Review and Adoption Schedule.

In early 2019, the SBOE began the review of the ELPS in accordance with the SBOE's approved TEKS and instructional materials review schedule. Applications to serve on ELPS review work groups were posted on the Texas Education Agency (TEA) website in December 2018. Work groups were convened in March, May, August, September, and October 2019. In September 2019, the U.S. Department of Education (USDE) indicated that Texas only partially met the requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act. In response to feedback from the work group members and feedback from the USDE, TEA staff convened a panel of experts in second language acquisition from Texas institutions of higher education to complete an analysis of the work group recommendations and current research on English language acquisition. Based on the panel's findings and direction from the SBOE, TEA executed personal services contracts with the panel members and a representative of an education service center to prepare a draft of revisions to the ELPS. Text of the draft ELPS completed by the expert panel was presented to the SBOE at the June 2023 meeting.

At the November 2022 SBOE meeting, the board approved a CTE TEKS review process that mirrors the process for other subjects, but accounts for factors unique to CTE. Staff provided SBOE members with

applications received for work group members to review and revise the CTE TEKS for entrepreneurship and career preparation in November 2022 and January 2023. The approvals were due to TEA staff on December 1, 2022, and January 2023, respectively. TEA convened work groups for entrepreneurship and career preparation CTE TEKS in February, March, and April 2023. A public hearing and a separate action item in this agenda have been prepared for the board to discuss and approve for first reading and filing authorization the proposed revisions to the entrepreneurship and career preparation CTE TEKS.

In February 2023, TEA posted a work group application to develop recommendations for revisions to the TEKS for certain courses in the Agriculture, Food, and Natural Resources career cluster; two CTE science courses that may satisfy a science graduation requirement, Principles of Technology and Scientific Research and Design; and the courses in the Aviation Maintenance program of study. TEA provided SBOE members with applications received in February, March, and April 2023. The approvals were due to TEA staff on March 3, March 24, April 14, and May 5. At the April 2023 SBOE meeting, the board took no action to approve advisory group members to review and comment on the proposed draft recommendations for selected courses in Agriculture, Food, and Natural Resources career cluster.

Additionally at the April 2023 SBOE meeting, the board discussed and approved changes to the TEKS review process, including approving a process for selecting work group members. The changes are scheduled to begin with the next subject to be reviewed and revised.

This item provides the opportunity for staff to update the board on progress related to the ongoing CTE and ELPS review processes and for the board to provide additional direction to TEKS review and ELPS work groups.

**Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Programs

Shelly Ramos, Senior Director, Curriculum Standards and Student Support

## Discussion of the *Long-Range Plan for Public Education*

November 15, 2023

### COMMITTEE OF THE FULL BOARD: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

**SUMMARY:** This item provides the opportunity for the committee to discuss options and timelines for updating the State Board of Education *Long-Range Plan for Public Education*.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §7.102(c)(1) and §32.001(a)(1)-(4).

TEC, §7.102(c)(1), requires the State Board of Education (SBOE) to develop and update a long-range plan for public education.

TEC, §32.001(a)(1)-(4) requires the board to develop a long-range plan for technology.

**PREVIOUS BOARD ACTION:** At its November 2018 meeting, the board approved the *Long-Range Plan for Public Education*, which sets educational goals through the year 2030.

At its September 2022 meeting, the board approved the updated Revised and Extended Long-Range Plan for Technology 2018-2025.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The *Long-Range Plan for Public Education*, entitled *Building a Stronger Texas*, sets educational goals through the year 2030 and focuses on three topics: educator preparation, recruitment, and retention; student engagement and empowerment; and family engagement and empowerment, with the overarching theme of equity and access.

The board in September 2016 approved a work plan crafted by The Boston Consulting Group (BCG), the board's consultant, that outlined the process to be followed in creating a *Long-Range Plan for Public Education*. The board in November 2016 approved a process for selecting members of the Long-Range Plan Steering Committee. The members of the steering committee were selected in June and July 2017. The 18-member steering committee, which includes five SBOE members, met from September 2017 through May 2018. The committee continued to provide feedback as needed through the summer and fall.

The steering committee crafted vision statements and recommendations based on research, discussions, results from ten in-person and two video-based community meetings held around the state, and survey findings. Almost 11,500 Texans responded to the online survey. The steering committee considered other key strategic reports such as the Texas Higher Education Coordinating Board's *60x30* report and the Texas Education Agency's *TEA Strategic Plan 2019-2023* as it prepared recommendations. The SBOE, which received updates on the committee's work on the long-range plan at each board meeting, adopted the vision statements and recommendations at the June 2018 meeting. That information was then used to craft the proposed *Long-Range Plan for Public Education*.

The plan includes the *Long-Range Plan for Technology 2018-2023*, which is based on recommendations from a 15-member Long-Range Plan for Technology Advisory Committee that met in March 2018 as well as additional stakeholder input.

#### **Staff Member Responsible:**

Monica Martinez, Associate Commissioner, Standards and Programs

**Proposed Amendment to 19 TAC Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter B, Middle School, §112.26(b)(11)(A), Science, Grade 6, Adopted 2021**  
**(First Reading and Filing Authorization)**

**November 17, 2023**

**COMMITTEE OF THE FULL BOARD: ACTION**  
**STATE BOARD OF EDUCATION: ACTION**

**SUMMARY:** This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter B, Middle School, §112.26(b)(11)(A), Science, Grade 6, Adopted 2021. The proposed amendment would correct punctuation errors in one student expectation.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §7.102(c)(4) and §28.002(a) and (c).

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to identify by rule the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**EFFECTIVE DATE:** The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2024-2025 school year. The earlier effective date would correct an error prior to the implementation of the new standards in the 2024-2025 school year.

**PREVIOUS BOARD ACTION:** The SBOE originally adopted the Texas Essential Knowledge and Skills (TEKS) for science effective September 1, 1998. The SBOE adopted revisions to the science TEKS for high school effective August 4, 2009, and August 27, 2018. At the November 2020 SBOE meeting, the board approved for second reading and final adoption proposed new 19 TAC §§112.41-112.45 with an effective date of 20 days after filing as adopted with the Texas Register. At the June 2021 SBOE meeting, the board approved for second reading and final adoption proposed new 19 TAC §§112.46-112.51 with an effective date of 20 days after filing as adopted with the Texas Register. At the November 2021 SBOE meeting, the board approved for second reading and final adoption proposed new 19 TAC §§112.1-112.7 and 112.25-112.28.

**BACKGROUND INFORMATION AND JUSTIFICATION:** In accordance with statutory requirements that the SBOE by rule identify the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject.



At the September 2019 meeting, SBOE members were asked to designate content advisors for the review and revision of the science TEKS. In December 2019, applications to serve on science TEKS review work groups were posted on the Texas Education Agency (TEA) website. Additionally, in December 2019, TEA distributed a survey to collect information from educators regarding the review and revision of the science TEKS. TEA staff provided applications for the science review work groups to SBOE members on a monthly basis from December 2019 to June 2020 and in September, October, and December 2020. At the January 2020 SBOE meeting, the SBOE provided specific guidance for the TEKS review work groups.

Also in January 2020, science TEKS review content advisors met in a face-to-face meeting to develop consensus recommendations regarding revisions to the science TEKS to share with future work groups. At that time, the content advisors met with representatives from Work Group A to discuss the consensus recommendations. Work Group A convened in February 2020 to review survey results, content advisor consensus recommendations, and the SBOE's guidance to work groups to develop recommendations for how science TEKS review work groups can address these areas. Work Group B was convened virtually in June 2020 to develop recommendations for four high school science courses: Biology, Chemistry, Integrated Physics and Chemistry, and Physics. In November 2020, the SBOE approved for second reading and final adoption proposed new §§112.41-112.45 for implementation beginning in the 2023-2024 school year.

Work Group D was convened for monthly meetings from November 2020-February 2021 to develop recommendations for TEKS for five additional high school science courses: Aquatic Science, Astronomy, Earth and Space Science, Environmental Systems, and a new course Specialized Topics in Science. In June 2021, the board gave final approval to the additional high school science courses. Specialized Topics in Science was approved for implementation beginning in the 2022-2023 school year. Aquatic Science, Astronomy, Earth and Space Science, and Environmental Systems were approved for implementation beginning in the 2024-2025 school year.

Between August and November 2020, Work Group C convened for a series of virtual meetings to develop recommendations for the Grades 6-8 science TEKS. Work Group E was convened for monthly meetings between January and March 2021 to develop recommendations for the science TEKS for Kindergarten-Grade 5. Work Groups C and E were reconvened in May and June 2021 to address public feedback and revise their draft recommendations. Work Group F was convened for a series of virtual meetings in July 2021 to address SBOE feedback provided at the April and June 2021 SBOE meetings, vertically align the elementary and middle school standards, meet with content advisors, and finalize the draft recommendations for the Kindergarten-Grade 8 TEKS for science. At the September 2021 SBOE meeting, the board approved for first reading and filing authorization proposed new TEKS for Kindergarten-Grade 5 science. At the November 2021 SBOE meeting, the board approved for second reading and final adoption proposed new 19 TAC §§112.1-112.7 and 112.25-112.28.

Following adoption of the revised standards, an error was discovered in one Grade 6 student expectation. An additional comma changed the intended meaning of the student expectation. This item provides an opportunity for the board to remove the comma to correct the error.

In addition, a technical edit to punctuation at the end of the student expectation would be made.

The proposed amendment was not presented as a discussion item. The SBOE, however, may wish to consider this item for first reading and filing authorization as authorized under its operating procedures. It is recommended that the SBOE consider this item for first reading and filing authorization to correct the error and ensure the student expectation reflects the intended content prior to implementation of the revised TEKS in the 2024-2025 school year.

**FISCAL IMPACT:** TEA has determined that there are no additional costs to state or local government required to comply with the proposal.

**LOCAL EMPLOYMENT IMPACT:** The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

**SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT:** The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

**COST INCREASE TO REGULATED PERSONS:** The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

**TAKINGS IMPACT ASSESSMENT:** The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

**GOVERNMENT GROWTH IMPACT:** TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, the proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

**PUBLIC BENEFIT AND COST TO PERSONS:** The proposed amendment would correct the error prior to the implementation of the new standards in the 2024-2025 school year to ensure that students receive instruction on the intended content. There is no anticipated economic cost to persons who are required to comply with the proposal.

**DATA AND REPORTING IMPACT:** The proposal would have no data and reporting impact.

**PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS:** TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

**PUBLIC COMMENTS:** The public comment period on the proposal begins December 22, 2023, and ends at 5:00 p.m. on January 22, 2024. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in January-February 2024 in accordance with the SBOE board operating policies and procedures. A request for a public hearing on the proposal submitted under the Administrative Procedure Act must be received by the commissioner of education not more than 14 calendar days after notice of the proposal has been published in the Texas Register on December 22, 2023.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Suspend the board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization; and

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter B, Middle School, §112.26(b)(11)(A), Science, Grade 6, Adopted 2021

**Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Programs

Shelly Ramos, Senior Director, Curriculum Standards and Student Support

**Attachment:**

Text of Proposed Amendment to 19 TAC Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter B, Middle School, §112.26(b)(11)(A), Science, Grade 6, Adopted 2021

**ATTACHMENT**  
**Text of Proposed Amendment to 19 TAC**

**Chapter 112. Texas Essential Knowledge and Skills for Science**

**Subchapter B. Middle School**

**§112.26. Science, Grade 6, Adopted 2021.**

- (a) (No change.)
- (b) Knowledge and skills.
  - (1)-(10) (No change.)
  - (11) Earth and space. The student understands how resources are managed. The student is expected to:
    - (A) research and describe why resource management is important in reducing global energy [§] poverty, malnutrition, and air and water pollution ; [§] and
    - (B) (No change.)
  - (12)-(13) (No change.)

## Discussion of Pending Litigation

November 15, 2023

### **COMMITTEE OF THE FULL BOARD: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION**

**SUMMARY:** The State Board of Education (SBOE) may enter into executive session in accordance with the Texas Government Code, §551.071(1)(A), to discuss pending and contemplated litigation with the general counsel, legal staff, and, if necessary, attorney(s) from the Attorney General's Office. The Committee of the Full Board will meet in Room 1-103 to discuss this item.

Cases to be discussed may include:

*Book People, INC. VBK, INC d/b/a Blue Willow Bookshop, American Booksellers Association, Association of American Publishers, Authors Guild, INC., Comic Book Legal Defense Fund v. Martha Wong in her official capacity as chair of the Texas State Library and Archives Commission, Keven Ellis in his official capacity as chair of the Texas Board of Education, Mike Morath in his official capacity as Commissioner of Education;* in the United States District Court for the Western District of Texas, Austin Division, Case No. 1:23-cv-858; and

any litigation arising after the date of posting or reasonably contemplated as of the date of the board meeting.

**BOARD RESPONSE:** Board may advise and comment.

**BACKGROUND INFORMATION AND JUSTIFICATION:** At every regularly scheduled meeting, the SBOE has the opportunity to be apprised of pending litigation as the need arises. The SBOE may also receive continued briefing on procedural developments.

**Staff Member Responsible:**

Von Byer, General Counsel, Legal Services

# **COMMITTEE ON INSTRUCTION**

**Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs**  
**(Second Reading and Final Adoption)**

**November 17, 2023**

**COMMITTEE ON INSTRUCTION: ACTION**  
**STATE BOARD OF EDUCATION: ACTION**

**SUMMARY:** This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, 74.27, Innovative Courses and Programs. The proposed amendment would update innovative course application and approval requirements. Changes are recommended since approved for first reading.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §28.002(f).

TEC, §28.002(f), authorizes local school districts to offer courses in addition to those in the required curriculum for local credit and requires the State Board of Education (SBOE) to be flexible in approving a course for credit for high school graduation.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**EFFECTIVE DATE:** The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2024-2025 school year. The earlier effective date would update the requirements for the submission of innovative course applications for the 2023-2024 application cycle.

**PREVIOUS BOARD ACTION:** The SBOE adopted §74.27 effective September 1, 1996, with amendments effective September 1, 1998, September 1, 2001, December 25, 2007, and December 25, 2019. The SBOE last adopted amendments in November 2022 effective February 26, 2023. A discussion item on §74.27 was presented to the Committee on Instruction at the June 2023 SBOE meeting. At the August-September SBOE meeting, the board approved for first reading and filing authorization the proposed amendment to §74.27.

**BACKGROUND INFORMATION AND JUSTIFICATION:** After the SBOE adopted new rules concerning graduation requirements, the previously approved experimental courses were phased out as of August 31, 1998. Following the adoption of the Texas Essential Knowledge and Skills (TEKS), school districts now submit requests for innovative course approval for courses that do not have TEKS. The process currently outlined in §74.27 provides authority for the commissioner of education to approve discipline-based courses but reserves for SBOE review and approval those courses that do not fall within any of the subject areas of the foundation or enrichment curriculum.

Each year, the Texas Education Agency (TEA) provides the opportunity for school districts and other entities to submit applications for proposed innovative courses. The board last amended §74.27 in November 2022 to require that an applicant for an innovative course pilot the proposed course in a Texas school prior to seeking approval from the SBOE. At the April 2023 SBOE meeting, TEA staff provided an overview of the innovative course approval process, including key data related to historical implementation of innovative courses. At the June 2023 meeting, the Committee on Instruction discussed

possible amendments to §74.27. The board approved for first reading and filing authorization the proposed amendment to §74.27 at its August-September 2023 meeting.

The attachment to this item reflects the text of the proposed amendment to §74.27 for consideration by the SBOE. The proposed amendment would shift from the commissioner of education to the SBOE the authority to approve innovative courses that fall under the foundation or enrichment curriculum, specify the number of years for initial approval and renewal of innovative courses, and exempt career and technical education courses that support an approved program of study from the pilot requirement. It would also require TEA to conduct a periodic review of all approved innovative courses and identify courses for possible sunset in accordance with specific criteria, including student enrollment at an average of fewer than 20 districts or charter schools statewide.

**FISCAL IMPACT:** No changes have been made to this section since published as proposed.

TEA has determined that there are no additional costs to state or local government, including school districts and open-enrollment charter schools, required to comply with the proposal.

**LOCAL EMPLOYMENT IMPACT:** No changes have been made to this section since published as proposed.

The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

**SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT:** No changes have been made to this section since published as proposed.

The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

**COST INCREASE TO REGULATED PERSONS:** No changes have been made to this section since published as proposed.

The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

**TAKINGS IMPACT ASSESSMENT:** No changes have been made to this section since published as proposed.

The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

**GOVERNMENT GROWTH IMPACT:** No changes have been made to this section since published as proposed.

TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would expand an existing regulation by modifying the requirements for state approval of innovative courses and shifting from the commissioner of education to the SBOE the authority to approve innovative courses that fall under the foundation or enrichment curriculum.



The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not limit or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

**PUBLIC BENEFIT AND COST TO PERSONS:** No changes have been made to this section since published as proposed.

The proposal would provide districts and entities that submit applications for innovative courses clearer guidance regarding expectations for innovative courses. There is no anticipated economic cost to persons who are required to comply with the proposal.

**DATA AND REPORTING IMPACT:** No changes have been made to this section since published as proposed.

The proposal would have no new data or reporting impact.

**PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS:** No changes have been made to this section since published as proposed.

TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

**PUBLIC COMMENTS:** Following the August-September 2023 SBOE meeting, notice of the proposed amendment was filed with the Texas Register, initiating the public comment period. The public comment period began October 13, 2023, and ended at 5:00 p.m. on November 13, 2023. No comments had been received at the time this item was prepared. A summary of public comments received will be provided to the SBOE during the November 2023 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in November 2023 in accordance with the SBOE board operating policies and procedures.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Approve for second reading and final adoption the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs; and

Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs, is necessary and shall have an effective date of 20 days after filing with the Texas Register. (*Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.*)

**Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Programs  
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

**Attachment:**

Text of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs

**ATTACHMENT**  
**Text of Proposed Amendment to 19 TAC**

**Chapter 74. Curriculum Requirements**

**Subchapter C. Other Provisions**

**§74.27. Innovative Courses and Programs.**

- (a) A school district may offer innovative courses to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum.
- (1) The State Board of Education (SBOE) may approve discipline-based courses in the foundation or enrichment curriculum and courses ~~[any course]~~ that do ~~[does]~~ not fall within any of the subject areas listed in the foundation and enrichment curricula when the applying school district or organization demonstrates that the proposed course is academically rigorous and addresses documented student needs.
- ~~[(2) The commissioner of education may approve a discipline-based course in the foundation or enrichment curriculum when the applying school district or organization demonstrates that the proposed course is academically challenging and addresses documented student needs.]~~
- (2) ~~[(3)]~~ Applications shall not be approved if the proposed course significantly duplicates the content of a Texas Essential Knowledge and Skills (TEKS)-based course or can reasonably be taught within an existing TEKS-based course.
- (3) ~~[(4)]~~ To request approval from the SBOE or the commissioner, the applying school district or organization must submit a request for approval at least six months before planned implementation that includes:
- (A) a description of the course and its essential knowledge and skills;
  - (B) the rationale and justification for the request in terms of student need;
  - (C) data that demonstrates successful piloting of the course in Texas;
  - (D) a description of activities, major resources, and materials to be used;
  - (E) the methods of evaluating student outcomes;
  - (F) the qualifications of the teacher;
  - (G) any training required in order to teach the course and any associated costs; and
  - (H) the amount of credit requested.
- (4) ~~[(5)]~~ To request approval from the commissioner for a career and technical education innovative course, the applying school district or organization must submit with its request for approval evidence that the course is aligned with state and/or regional labor market data.
- (5) ~~[(6)]~~ To request approval of a new innovative course, the applying school district or organization must submit with its request for approval evidence that the course has been successfully piloted in its entirety in at least one school in the state of Texas.
- ~~(6) The requirements of paragraphs (3)(C) and (5) of this subsection do not apply to the consideration of a course developed to support a program of study in career and technical education.~~
- ~~(7) Newly approved innovative courses shall be approved for a period of three years, and courses approved for renewal shall be approved for a period of five years.~~
- (8) ~~[(7)]~~ With the approval of the local board of trustees, a school district may offer, without changes or deletions to content ~~[modifications]~~, any state-approved innovative course.

- (9) Texas Education Agency shall review all approved innovative courses once every two years and provide for consideration for sunset a list of innovative courses that meet the following criteria:
- (A) approved as an innovative course for at least three years;
  - (B) two consecutive years of zero enrollment;
  - (C) average enrollment of less than 100 students statewide;
  - (D) student enrollment [~~available~~] at an average of fewer than 20 districts or charter schools statewide;
  - (E) duplicative of another innovative or TEKS-based course; or
  - (F) approved for implementation as a TEKS-based course.
- (b) An ethnic studies course that has been approved by the SBOE [~~commissioner~~] as an innovative course shall be considered by [~~presented to~~] the SBOE at a subsequent meeting [~~for discussion and consideration~~] for inclusion in the TEKS.
- (1) Only comprehensive ethnic studies courses in Native American studies, Latino studies, African American studies, and/or Asian Pacific Islander studies, inclusive of history, government, economics, civic engagement, culture, and science and technology, shall be considered by [~~presented to~~] the SBOE [~~for consideration~~].
  - (2) The chair of the Committee on Instruction, in accordance with SBOE Operating Rule 2.5(b), shall collaborate with the board chair to place the item on the next available Committee on Instruction agenda following SBOE [~~commissioner~~] approval of the innovative course.

**Discussion of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.38, Requirements for Instruction in Cardiopulmonary Resuscitation (CPR)**

**November 16, 2023**

**COMMITTEE ON INSTRUCTION: DISCUSSION  
STATE BOARD OF EDUCATION: NO ACTION**

**SUMMARY:** This item provides an opportunity for the committee to discuss a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.38, Requirements for Instruction in Cardiopulmonary Resuscitation (CPR). The proposed amendment would implement House Bill (HB) 4375, 88th Texas Legislature, Regular Session, 2023, by requiring instruction in the use of an automated external defibrillator (AED) in addition to instruction in CPR for students in Grades 7-12.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), [§28.0023](#), as amended by HB 4375, 88th Texas Legislature, Regular Session, 2023.

TEC, [§28.0023](#), as amended by HB 4375, 88th Texas Legislature, Regular Session, 2023, requires the State Board of Education (SBOE) to require by rule instruction in CPR and the use of an AED for students in Grades 7-12.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**FUTURE ACTION EXPECTED:** The proposed amendment to [§74.38](#) could be presented for first reading and filing authorization at a future SBOE meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** In 2013, the 83rd Texas Legislature passed HB 897, amending TEC, [§28.0023](#), to require that the SBOE include instruction in CPR for students in Grades 7-12. The legislation required school districts and open-enrollment charter schools to provide instruction in CPR and for students to receive the CPR instruction at least once before graduation. TEC, [§38.017](#), requires school districts and open-enrollment charter schools to make available at each campus at least one AED.

Section [74.38](#) requires school districts and open-enrollment charter schools to provide instruction in CPR to each student in Grades 7-12 at least once before graduation from high school. The instruction is permitted to be provided as part of any course.

In 2023, the 88th Texas Legislature, Regular Session, passed HB 4375, which further amended TEC, [§28.0023](#), to add instruction in the use of an AED to the requirements for instruction in CPR. The legislation specified that the SBOE must require districts and charter schools to provide instruction in the use of an AED to students in Grades 7-12. Additionally, the legislation added the requirement that CPR instruction must include training in CPR techniques and the use of AEDs. This item provides the opportunity for the committee to discuss the addition of new requirements for instruction in the use of AEDs, as required by HB 4375.

**Staff Members Responsible:**

Monica Martinez, Associate Commissioner, Standards and Programs  
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

**Attachment:**

Text of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.38, Requirements for Instruction in Cardiopulmonary Resuscitation (CPR)

ATTACHMENT  
Text of Proposed Amendment to 19 TAC

**Chapter 74. Curriculum Requirements**

**Subchapter C. Other Provisions**

**§74.38. Requirements for Instruction in Cardiopulmonary Resuscitation (CPR) and Use of an Automated External Defibrillator (AED) .**

- (a) A school district or an open-enrollment charter school shall provide instruction to students in Grades 7-12 in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) . The instruction:
- (1) may be provided as a part of any course; and
  - (2) shall ~~must~~ be provided to each student at least once before graduation from high school.
- (b) CPR instruction shall include training for students in CPR techniques and the use of an AED.
- (c) ~~(b)~~ The training shall have ~~[CPR instruction must include training that has]~~ been developed:
- (1) by the American Heart Association or the American Red Cross; or
  - (2) using nationally recognized, evidence-based guidelines for emergency cardiovascular care and incorporating psychomotor skills to support the instruction.
- (d) ~~(e)~~ A school district or an open-enrollment charter school may use emergency medical technicians, paramedics, police officers, firefighters, representatives of the American Heart Association or the American Red Cross, teachers, other school employees, or other similarly qualified individuals to provide CPR instruction and training under this section. Except as specified in subsection (e) ~~(d)~~ of this section, an instructor of this training is not required to be certified in CPR.
- (e) ~~(d)~~ Instruction provided under this section is not required to result in certification by a student in CPR or the use of an AED . If instruction is intended to result in certification in CPR or the use of an AED , the course instructor must be authorized to provide the instruction by the American Heart Association, the American Red Cross, or a similar nationally recognized association.
- (f) ~~(e)~~ A school district or an open-enrollment charter school may waive the requirement under this section for a student [s] who , due to a disability, is unable to complete the requirement. The determination regarding a student's ability to complete the CPR or AED requirements ~~[requirement]~~ will be made by:
- (1) the student's ARD committee if the student receives special education services under ~~[the]~~ Texas Education Code (TEC), Chapter 29, Subchapter A; or
  - (2) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, §794) if the student does not receive special education services under ~~[the]~~ TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.
- (g) ~~(f)~~ The requirement to receive instruction in CPR ~~[This section]~~ applies to any student who entered Grade 7 in the 2010-2011 school year and thereafter.
- (h) The requirement to receive instruction in the use of an AED applies to any student who entered Grade 7 in the 2024-2025 school year and thereafter.

## Approval of Updates and Substitutions to Adopted Instructional Materials

November 17, 2023

### COMMITTEE ON INSTRUCTION: ACTION STATE BOARD OF EDUCATION: CONSENT

**SUMMARY:** This item provides the opportunity for the committee and board to approve update and/or substitution requests received since the last board meeting. The updated content has been reviewed by subject-area specialists and determined to address the pertinent student expectations in a manner equal to the content initially reviewed and approved by the state review panel.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §31.003 and §31.022.

TEC, §31.003, permits the State Board of Education (SBOE) to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.022(b), requires the SBOE to adopt rules to provide for a full and complete investigation of instructional materials for each subject in the foundation curriculum and for each subject in the enrichment curriculum.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**PREVIOUS BOARD ACTION:** In February 2015, the SBOE approved a substitution request for three science products, kindergarten–grade 2, from Discovery Education. In April 2016, the SBOE approved an update request for two math products, grades 6–8, from Texas State University. In April 2019, the Committee on Instruction (COI) postponed a vote on an update request for three English language arts and reading products, grades 6–8, from ThinkCERCA. The board approved the update request from ThinkCERCA at the June 2019 meeting. At the September 2019 meeting, the SBOE postponed a vote on an update request from EDUSPARK, Inc. for four Spanish language arts and reading products, kindergarten, and grades 1, 4, and 5. The request from EDUSPARK, Inc. was approved by the SBOE at the November 2019 meeting. In January 2020, a substitution request from Origo Education for English and Spanish math, kindergarten–grade 5, was submitted to the COI but no action was taken. In April 2020, the SBOE approved the substitution request from Origo Education for English and Spanish math, kindergarten–grade 5. In September 2020, the SBOE approved an update request from Learning A–Z for six English language arts and reading products, kindergarten–grade 2. In November 2020, the SBOE approved an update request from Learning A–Z for three English language arts and reading products, grades 2–4. In January 2021, the SBOE approved an update request from Learning A–Z for English language arts and reading, grade 5 and a substitution request from QuaverEd for their prekindergarten product. In April 2021, the SBOE approved an update request from EDUSPARK, Inc. for English and Spanish prekindergarten products and a substitution request from Cheng & Tsui Co. Inc. for their Chinese Level I languages other than English product. In June 2021, the SBOE approved an update request from Learning A–Z for English language arts and reading, grades 2–4. In September 2021, the SBOE approved update requests from The Children’s Learning Institute at UT Health Science Center for prekindergarten English and Spanish. In November 2021, the SBOE approved a substitution request from Cheng & Tsui and an update request from Learning A–Z, grades 1–5. In January 2022, the SBOE approved update requests from Learning A–Z, English language arts and reading, grades 2 and 3. In April 2022, the SBOE approved a substitution request from Learning Without Tears for kindergarten handwriting, and an update request from Learning A–Z for English language arts and reading, grades K–4. In June 2022, the SBOE



approved an update request from Learning A–Z for English language arts and reading, grades 2–5. In September 2022, the SBOE approved update requests from Learning A–Z for English language arts and reading, grades 2–5 and from Goodheart-Wilcox Publisher for health, grades 6–8 and high school. In November 2022, the SBOE approved update requests from Learning A–Z for English language arts and reading, grades K–5. In February 2023, the SBOE postponed action on the approval of update requests from Learning A–Z for English language arts and reading, grades K–5 until the April 2023 SBOE meeting. In April 2023, no action was taken due to Learning A–Z withdrawing their English language arts and reading, grades K–5 update requests. In June 2023, the SBOE approved update requests from Children's Learning Institute at The University of Texas Health Science Center at Houston for prekindergarten and Savvas Learning for English language arts and reading, grades K–2 and Spanish language arts and reading, grades K–2.

**BACKGROUND INFORMATION AND JUSTIFICATION:** Rules in 19 TAC §66.75 permit a publisher to submit a request for approval to update content in state-adopted instructional materials. The rule also requires that all requests for updates involving content in state-adopted instructional materials be [posted](#) for public comment and approved by the SBOE prior to their introduction into state-adopted instructional materials.

Rules in 19 TAC §66.76 permit a publisher to submit a request for approval to substitute a new edition of state-adopted instructional materials. The rule also requires that all requests for updates involving content used in determining the product's eligibility for adoption must be approved by the SBOE prior to their introduction into state-adopted instructional materials.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Approve the request from EDUSPARK to update content in its *EDUSPARK English and Spanish PreK System*, and from Children's Learning Institute at The University of Texas Health Science Center at Houston to update content in *CIRCLE Pre-K Curriculum: Spanish Edition*, adopted under *Proclamation 2021*.

**Staff Member Responsible:**

Amie Phillips, Director, Instructional Materials Review and Approval, District Operations, Technology & Sustainability Supports

**Attachment I:**

[EDUSPARK PreK English System](#)

**Attachment II:**

[EDUSPARK PreK Spanish System](#)

**Attachment III:**

[CIRCLE Pre-K Curriculum: Spanish Edition](#)

**Discussion of Proposed Updates to the  
*Texas State Plan for the Education of Gifted/Talented Students***

**November 16, 2023**

**COMMITTEE ON INSTRUCTION: DISCUSSION  
STATE BOARD OF EDUCATION: NO ACTION**

**SUMMARY:** This item provides the opportunity for staff to present to the committee a proposed process to update the *Texas State Plan for the Education of Gifted/Talented Students* (State Plan).

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §7.102(c)(15) and §29.123.

TEC, §7.102(c)(15), requires the State Board of Education (SBOE) to adopt criteria for identifying gifted and talented students and develop and update a state plan for the education of gifted and talented students.

TEC, §29.123, requires the SBOE to develop and periodically update a state plan for the education of gifted and talented students to guide school districts in establishing and improving programs for identified students.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**PREVIOUS BOARD ACTION:** The SBOE approved updates to the State Plan in June 2019.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The State Plan was first approved and adopted by the SBOE in 1975 with the goal of assisting school districts in their efforts to meet the needs of gifted/talented students. The State Plan was then revised in 1980-81 to include a comprehensive outline of school district responsibilities and activities, and to provide guidance for planning, implementing, and providing appropriate educational services for gifted/talented students. In 1990-91, the State Plan was again revised to reflect the changes that had occurred during the previous ten years, including a 1990 statewide mandate for the education of gifted/talented students. The 1990-91 revision included guidelines for school districts to follow that assisted with Texas Administrative Code (TAC) rule compliance and in implementing exemplary programs to assure quality services to gifted/talented students.

In 1996, the SBOE adopted a revision of the State Plan that reorganized the guidance to school districts into a three-column format. The first column, labeled 'Acceptable,' established the basis of program accountability. The second and third columns, established a recognized and exemplary level, providing school districts with a guide for program improvement. The three-column format was continued in the 2000, and 2006 versions of the adopted State Plan. In 2009, the SBOE approved a revision of the State Plan that included updated language to the three-columns, establishing the 'In Compliance' column as the basis of accountability for gifted/talented services and programming. In addition, the second and third columns provided guidance to school districts on 'Recommended' and 'Exemplary' targets of service.

Pursuant to TEC, §29.123, the State Plan provides the basis for Gifted/Talented (G/T) services, accountability, and assistance to school districts. TEC, §29.123 charges the SBOE with periodically updating the State Plan. At the April 12, 2018 Committee on Instruction meeting, the committee discussed the gifted/talented administrative rule and the State Plan. At that time, the committee asked TEA staff to develop a process to update the State Plan to be discussed at the June 2018 meeting. A summary of feedback received on the current State Plan was provided to the committee at the June 2018

meeting. In June 2019 the SBOE approved updates to the State Plan based on feedback and recommendations.

**Staff Members Responsible:**

Justin Porter, Executive Director, Special Populations

Monica Brewer, Gifted/Talented Education Statewide Coordinator, Special Populations

**Attachment:**

Text of 19 TAC Chapter 89 Subchapter A

## ATTACHMENT I

### Text of 19 TAC Chapter 89 Subchapter A

#### Chapter 89. Adaptations for Special Populations

##### Subchapter A. Gifted/Talented Education

*Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §29.122 and §42.156(b), unless otherwise noted.*

##### **§89.1. Student Assessment.**

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;
- (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

*Source: The provisions of this §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690.*

##### **§89.2. Professional Development.**

School districts shall ensure that:

- (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

*Source: The provisions of this §89.2 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776.*

**§89.3. Student Services.**

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- (4) opportunities to accelerate in areas of strength.

*Source: The provisions of this §89.3 adopted to be effective September 1, 1996, 21 TexReg 5690.*

**§89.5. Program Accountability.**

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in the Texas State Plan for the Education of the Gifted/Talented.

*Source: The provisions of this §89.5 adopted to be effective September 1, 1996, 21 TexReg 5690.*

**COMMITTEE ON SCHOOL FINANCE/  
PERMANENT SCHOOL FUND**

**Approval of Costs to Administer the 2023–2024 State-Developed Assessments  
to Private School Students**

**November 17, 2023**

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION  
STATE BOARD OF EDUCATION: CONSENT**

**SUMMARY:** Texas Education Code, §39.033, allows a private school to voluntarily assess its students with the State of Texas Assessments of Academic Readiness (STAAR<sup>®</sup>) and the Texas English Language Proficiency Assessment System (TELPAS) assessments. The State Board of Education (SBOE) must approve the per-student cost to private schools, which may not exceed the cost of administering the same assessment to a student enrolled in a public-school district. This item requests approval of these costs for the 2023–2024 school year.

**STATUTORY AUTHORITY:** Texas Education Code ([TEC](#)), [§39.033](#).

TEC, §39.033 permits through an agreement with the Texas Education Agency (TEA), private schools to administer adopted assessment instruments if private schools reimburse TEA the cost for administering the assessment. The per-student cost of administering adopted assessments is determined by the SBOE.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**PREVIOUS BOARD ACTION:** In November 2022, the SBOE approved the costs of administering the STAAR and TELPAS assessments to private school students for the 2022–2023 school year.

**BACKGROUND INFORMATION AND JUSTIFICATION:** Since the spring 1996 test administration, private schools, including home schools, have been eligible to participate on a voluntary basis in the Texas assessment program. During the 2022–2023 school year, participation in these voluntary assessments for grades 3 through 12 involved 18 private schools and 4975 students. Attachment I shows the list of participating private schools from the spring 2023 administrations.

Under TEC, §39.033, private schools that administer the tests must enter into an agreement with TEA. As determined appropriate by the commissioner of education, the agreement requires private schools to provide the commissioner with information listed in TEC, §39.053(c) and §39.301(c) including indicators of academic performance and confidentiality safeguards under TEC, §39.030. Private schools that participate in the assessments must provide reimbursement for the cost of administering the assessments, which may not exceed the per-student cost of administering the same assessment to a student enrolled in a public school district. In addition, participating private schools must agree to test all eligible students and to administer all subject-area tests available for a particular grade.

A critical component of the contract with private schools is the per-student cost for each instrument, which must be determined by the SBOE. Attachment II displays the recommended per-student cost for each test that will be available to private schools in the 2023–2024 school year. These figures were calculated by taking the actual costs from the agency’s contracts for development and estimated costs of administering and scoring tests then dividing the sum by the estimated number of tests that will be administered during the 2023–2024 school year. Using this method for determining the per-student cost ensures that the cost for assessing a private school student will not exceed the per-student cost for administering the same test to a public school student. Costs cover developing tests and ancillary materials; administering tests online; scoring tests; and reporting results.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Approve the recommended per-student costs for administering the state assessments to private school students in the 2023–2024 school year as listed in Attachment II.

**Staff Members Responsible:**

Julie Cole, Director of Policy and Publications, Student Assessment

Greg Reck, Policy Analyst, Student Assessment

**Attachment I:**

Private School Participation List for Spring 2023 Administrations

**Attachment II:**

Recommended Private School Costs for the 2023–2024 School Year



**Private School Participation List  
Spring 2023 Administrations**

<b>District ID</b>	<b>Campus Name</b>	<b>STAAR Grades 3-8</b>	<b>STAAR End-of-Course</b>	<b>TELPAS</b>	<b>Grand Total</b>
084603	Academy Of Captivating Enrichment	0	3	0	3
246602	Community Montessori School	0	7	0	7
991101	Cye Christ Academy	4	2	0	6
101604	Darul Arqam North	322	64	0	386
079150	Everest Academy	505	35	0	540
043602	Good Tree Academy	337	74	0	411
101614	Houston Quran Academy	371	74	0	445
057607	Iant Quranic Academy	347	71	0	418
101607	Iman Academy Southeast	524	63	0	587
101299	Iman Academy Southwest	241	62	0	303
057606	Islamic School of Irving	965	297	0	1262
000101	Madrassat Al Nur	30	0	0	30
057199	Momentous School	201	0	0	201
079602	New Millennium Montessori School	58	0	0	58
057613	Qalam Collegiate Academy	140	68	0	208
001227	Renaissance Academy	302	48	0	350
166601	St. Paul Lutheran Church and School	0	5	0	5
019601	St. James Day School	0	5	0	5
<b>Totals</b>	18	4347	878	0	5225

## Recommended Private School Costs for the 2023–2024 School Year

### State of Texas Assessments of Academic Readiness (STAAR®) and Texas English Language Proficiency Assessment System (TELPAS)

<b>Program</b>	<b>Test</b>	<b>Number of Tests Based on Eligible Testers</b>	<b>Total Cost</b>	<b>Cost per Student per Test</b>	<b>Recommended Cost per Private School Student per Test</b>
STAAR	Grades RLA*	3,760,188	\$34,307,944.44	\$9.12	\$9.12
	Mathematics*	2,888,413	\$14,256,511.48	\$4.94	\$4.94
	Science*	1,369,292	\$9,028,416.55	\$6.59	\$6.59
	Social Studies	858,788	\$5,889,878.61	\$6.86	\$6.86
TELPAS	Kindergarten–Grade 12	1,175,023	\$16,508,105.96	\$14.05	\$14.05

\*Includes English and Spanish versions for grades 3–5.

**Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing,  
Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide  
(First Reading and Filing Authorization)**

November 17, 2023

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION  
STATE BOARD OF EDUCATION: CONSENT**

**SUMMARY:** This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide. The proposed amendment would adopt by reference the updated *Financial Accountability System Resource Guide* (FASRG), which would include allowable costs for dyslexia and related disorders added by House Bill (HB) 3928, 88th Texas Legislature, Regular Session, 2023.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §§7.102(c)(32), 44.007(a)-(d), and 44.008(b).

TEC, §7.102(c)(32), requires the State Board of Education (SBOE) to adopt rules concerning school district budgets and audits of school district fiscal accounts as required under TEC, Chapter 44, Subchapter A.

TEC, §44.007(a), requires the board of trustees of each school district to adopt and install a standard school fiscal accounting system that conforms with generally accepted accounting principles. TEC, §44.007(b), requires the accounting system to meet at least the minimum requirements prescribed by the commissioner, subject to review and comment by the state auditor. TEC, §44.007(c), requires a record to be kept of all revenues realized and of all expenditures made during the fiscal year for which a budget is adopted. A report of the revenues and expenditures for the preceding fiscal year is required to be filed with the agency on or before the date set by the SBOE. TEC, §44.007(d), requires each district, as part of the report required by TEC, §44.007, to include management, cost accounting, and financial information in a format prescribed by the SBOE in a manner sufficient to enable the board to monitor the funding process and determine educational system costs by district, campus, and program.

TEC, §44.008(b), requires the independent audit to meet at least the minimum requirements and be in the format prescribed by the SBOE, subject to review and comment by the state auditor. The audit must include an audit of the accuracy of the fiscal information provided by the district through the Texas Student Data System Public Education Information Management System (TSDS PEIMS).

The full text of statutory citations can be found in the statutory authority section of this agenda.

**EFFECTIVE DATE:** The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2024-2025 school year. The earlier effective date will ensure the provisions of the FASRG align with current governmental accounting and auditing standards for school districts and charter schools as soon as possible.

**PREVIOUS BOARD ACTION:** The current FASRG, Version 18, was adopted by reference in §109.41 effective September 13, 2022. At the August-September 2023 SBOE meeting, the committee discussed

the proposed amendment to §109.41 and the proposed updates to the FASRG modules to be adopted by reference in the rule.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The FASRG describes the rules of financial accounting for school districts, charter schools, and education service centers and is adopted by reference under §109.41. Revisions to the FASRG would align the content with current governmental accounting and auditing standards, remove obsolete requirements, and remove descriptions and discussions of best practices and other non-mandatory elements.

Requirements for financial accounting and reporting are derived from generally accepted accounting principles (GAAP). School districts and charter schools are required to adhere to GAAP. Legal and contractual considerations typical of the government environment are reflected in the fund structure basis of accounting.

An important function of governmental accounting systems is to enable administrators to assure and report on compliance with finance-related legal provisions. This assurance and reporting means that the accounting system and its terminology, fund structure, and procedures must be adapted to satisfy finance-related legal requirements. However, the basic financial statements of school districts and charter schools should be prepared in conformity with GAAP.

School district and charter school accounting systems shall use the accounting code structure presented in the Account Code section of the FASRG (Module 1). Funds shall be classified and identified on required financial statements by the same code number and terminology provided in the Account Code section of the FASRG (Module 1).

The following changes would be made to Modules 1-6 of the FASRG.

#### Module 1, Financial Accounting and Reporting (FAR) and FAR Appendices

Module 1 aligns with current governmental accounting standards. Proposed Module 1 would include the following changes. Updates would be made to accounting codes and accounting guidance, which would include allowable costs for dyslexia and related disorders added by HB 3928, 88th Texas Legislature, Regular Session, 2023, and previous guidance would be clarified. School districts and charter schools would be required to maintain proper budgeting and financial accounting and reporting systems. In addition, school districts would be required to establish principles and policies to ensure uniformity in accounting in conformity with GAAP established by the Governmental Accounting Standards Board (GASB).

#### Module 2, Special Supplement - Charter Schools

Module 2 aligns with current financial accounting reporting standards. Proposed Module 2 would include the following significant changes. Updates would be made to accounting codes and accounting guidance, including a requirement for the recording of Teacher Retirement System (TRS) on-behalf revenue and payments and the calculation for the amounts, and previous guidance would be clarified. The proposed module would establish financial and accounting requirements for Texas public charter schools to ensure uniformity in accounting in conformity with GAAP. The proposed module would also include current guidance that complements the American Institute of Certified Public Accountants (AICPA) *Audit and Accounting Guide, State and Local Governments* and supplements the *Government Auditing Standards* of the United States Government Accountability Office (GAO). These requirements would facilitate preparation of financial statements that conform to GAAP established by the Financial Accounting Standards Board (FASB).

### Module 3, Special Supplement - Non-profit Charter Schools Chart of Accounts

Module 3 aligns with current financial accounting standards. Proposed Module 3 would include the following changes. Updates would be made to accounting codes and accounting guidance, which would include allowable costs for dyslexia and related disorders added by HB 3928, 88th Texas Legislature, Regular Session, 2023, as well as the addition of accounting codes for TRS on-behalf payments, and previous guidance would be clarified. Charter schools would be required to maintain proper budgeting and financial accounting and reporting systems that are in conformity with Texas Education Data Standards (TEDS) in the TSDS PEIMS. In addition, charter schools would be required to establish principles and policies to ensure uniformity in accounting in conformity with GAAP established by the FASB. The proposed module would also include current auditing guidance that complements the AICPA *Audit and Accounting Guide, State and Local Governments* and supplements the *Government Auditing Standards* of the United States GAO. These requirements would facilitate preparation of financial statements that conform to GAAP established by the FASB.

### Module 4, Auditing

Module 4 aligns with current auditing standards. Proposed Module 4 would include the following changes. Updates would be made to accounting codes and accounting guidance, and previous guidance would be clarified. The proposed module would establish auditing requirements for Texas public school districts and charter schools and include current requirements from TEC, §44.008, as well as Code of Federal Regulations, Title 2, Part 200, Subpart F, Audit Requirements, that implement the federal Single Audit Act. The proposed module would also include current auditing guidance that complements the AICPA *Audit and Accounting Guide, State and Local Governments* and supplements the *Government Auditing Standards* of the United States GAO. These requirements would facilitate preparation of financial statements that conform to GAAP established by the GASB.

### Module 5, Purchasing

Module 5 aligns with current purchasing laws and standards. Proposed Module 5 would include the following changes. Updates would be made to purchasing guidance that has changed from previous legislation. Purchasing rules that needed additional explanation would be clarified. School districts and charter schools would be required to establish procurement policies and procedures that align with their unique operating environment and ensure compliance with relevant statutes and policies.

### Module 6, Compensatory Education, Guidelines, Financial Treatment, and an Auditing and Reporting System

Proposed Module 6 would include the following changes. Updates would be made to clarify language that needed additional explanation, and other changes would be made due to changes in law. School districts and charter schools would be required to maintain proper budgeting and financial accounting and reporting systems. The module would provide information to assist local school officials' understanding of the numerous options for use of the state compensatory education allotment and provide current guidance for compliance.

**FISCAL IMPACT:** The Texas Education Agency (TEA) has determined that there are no additional costs to state or local government, including school districts and open-enrollment charter schools, required to comply with the proposal.

**LOCAL EMPLOYMENT IMPACT:** The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

**SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT:** The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

**COST INCREASE TO REGULATED PERSONS:** The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

**TAKINGS IMPACT ASSESSMENT:** The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

**GOVERNMENT GROWTH IMPACT:** TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would expand and limit an existing regulation. The proposal would amend requirements and provide updated governmental accounting and auditing standards. In some instances, the proposed changes would add information, and in some instances, information would be removed.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

**PUBLIC BENEFIT AND COST TO PERSONS:** The proposal would ensure that the provisions of the FASRG align with current governmental accounting and auditing standards for school districts and charter schools. There is no anticipated economic cost to persons who are required to comply with the proposal.

**DATA AND REPORTING IMPACT:** The proposal would have no data and reporting impact.

**PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS:** TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

**PUBLIC COMMENTS:** The public comment period on the proposal begins December 22, 2023, and ends at 5:00 p.m. on January 22, 2024. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in January-February 2024 in accordance with the SBOE board operating policies and procedures. A request for a public hearing on the proposal submitted under the Administrative Procedure Act must be received by the commissioner of education not more than 14 calendar days after notice of the proposal has been published in the *Texas Register* on December 22, 2023.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide.

**Staff Members Responsible:**

Mike Meyer, Deputy Commissioner, Office of Finance  
David Marx, Senior Director, Financial Compliance

**Attachment I:**

Text of Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide

**Attachment II:**

Proposed FASRG Module 1, Financial Accounting and Reporting (FAR)

**Attachment III:**

Proposed FASRG Module 1, FAR Appendices

**Attachment IV:**

Proposed FASRG Module 2, Special Supplement - Charter Schools

**Attachment V:**

Proposed FASRG Module 3, Special Supplement - Non-profit Charter Schools Chart of Accounts

**Attachment VI:**

Proposed FASRG Module 4, Auditing

**Attachment VII:**

Proposed FASRG Module 5, Purchasing

**Attachment VIII:**

Proposed FASRG Module 6, Compensatory Education, Guidelines, Financial Treatment, and an Auditing and Reporting System

Due to the size of Attachments II-VIII, the FASRG modules are available electronically on the TEA website at <https://tea.texas.gov/finance-and-grants/financial-accountability/financial-accountability-system-resource-guide>.

**ATTACHMENT**  
**Text of Proposed Amendment to 19 TAC**

**Chapter 109. Budgeting, Accounting, and Auditing**

**Subchapter C. Adoptions By Reference**

**§109.41. Financial Accountability System Resource Guide.**

The rules for financial accounting are described in the official Texas Education Agency (TEA) publication Financial Accountability System Resource Guide, Version 19 [~~18.0~~], which is adopted by this reference as the agency's official rule. A copy is available on the TEA website with information related to financial compliance.



**Adoption of Rule Review of 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, and Subchapter B, Texas Permanent School Fund Corporation Rules**

**November 17, 2023**

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION  
STATE BOARD OF EDUCATION: CONSENT**

**SUMMARY:** Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the adoption of review of 19 Texas Administrative Code (TAC) Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, and Subchapter B, Texas Permanent School Fund Corporation Rules. Subchapter A establishes distributions to the Available School Fund, SBOE duties related to the Texas Permanent School Fund (PSF) Corporation, ethical standards for SBOE members, the Bond Guarantee Program (BGP), and compliance with Securities and Exchange Commission (SEC) Rule 15c2-12 related to BGP disclosure as required by the Texas Constitution, Article VII, §5(a) and (f), and the Texas Education Code (TEC), Chapter 43. Subchapter B addresses the term length of SBOE members on the board of directors of the Texas PSF Corporation as required by TEC, §43.053.

**STATUTORY AUTHORITY:** The statutory authority for the rule review is [TGC, §2001.039](#). The statutory authority for 19 TAC Chapter 33, Subchapter A, is Texas Constitution, [Article VII, §5\(a\) and §5\(f\)](#); [TEC, §43.001](#) and [§43.0031](#); and Senate Bill (SB) 1232, 87th Texas Legislature, Regular Session, 2021. The statutory authority for 19 TAC Chapter 33, Subchapter B, is Texas Constitution, [Article VII, §5\(a\) and §5\(f\)](#); and [TEC, §43.001](#) and [§43.053](#).

TGC, §2001.039, requires all state agencies to review their rules at least once every four years.

Texas Constitution, Article VII, §5(a), authorizes the SBOE to make distributions from the PSF to the Available School Fund with certain limits.

Texas Constitution, Article VII, §5(f), authorizes the SBOE to manage and invest the PSF according to the prudent investor standard and make investments it deems appropriate.

TEC, §43.001, describes the PSF as a perpetual endowment.

TEC, §43.0031, requires the SBOE to adopt an ethics policy.

TEC, §43.053, establishes the composition of the board of directors of the Texas PSF Corporation and requires the SBOE to establish by rule the terms of SBOE members of the board of directors.

SB 1232, 87th Texas Legislature, Regular Session, 2021, allowed the SBOE to create the Texas PSF Corporation and delegate its authority to manage the PSF to the Texas PSF Corporation.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**PREVIOUS BOARD ACTION:** The review of 19 TAC Chapter 33, Subchapter A and Subchapter B, was presented to the Committee on School Finance/Permanent School Fund for discussion at the August-September 2023 SBOE meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** Chapter 33, Subchapter A, establishes the distributions to the Available School Fund, SBOE duties related to the Texas PSF Corporation, ethical standards for SBOE members, the BGP, and compliance with SEC Rule 15c2-12 related to BGP disclosure. Subchapter B addresses the term length of SBOE members on the board of directors of the Texas PSF Corporation as required by TEC, §43.053.

The SBOE approved revisions to 19 TAC Chapter 33, Subchapter A, for second reading and final adoption at its February 3, 2023 meeting. The revisions:

- removed the 5% floor on the reserve requirement, aligning the reserve capacities for both districts and charters;
- adopted a lower reserve, which allowed more funding for the bond guarantee program as the program was at capacity; and
- modified the ethical standards for SBOE members, the commissioner of education, Texas Education Agency (TEA) staff, and persons who provide services to the SBOE relating to the PSF as a result of SB 1232, 87th Texas Legislature, Regular Session, 2021.

The SBOE also approved new §33.21 for second reading and final adoption at its January 2022 meeting. The revisions organized the rules in Chapter 33 by creating new Subchapter B, Texas Permanent School Fund Corporation Rules, which contains §33.21.

A separate item in this agenda presents for first reading and filing authorization a proposed amendment to Chapter 33, Subchapter A, §33.2, Distributions to the Available School Fund, to reinsert a reference to the PSF distribution policy that was mistakenly repealed in the recodification related to SB 1232 and the transfer to the Texas PSF Corporation.

**ANTICIPATED REVISIONS TO RULES:** At a future meeting, additional amendments may be presented to the SBOE that would allow refunding bonds to be eligible for guarantee if they were denied beginning in November 2022 due to compliance with federal regulation and would add a process for how to allocate available capacity among school district and charter applicants when the total amount applied for in a month is greater than the available capacity.

If authorized by the SBOE, the TEA will file the adopted review with the Texas Register stating that the SBOE finds the reasons for adopting 19 TAC Chapter 33, Subchapter A and Subchapter B, continue to exist. The filing of the adopted review stating that the reasons for adoption continue to exist would not preclude any amendments that may be proposed at different dates through a separate rulemaking process.

**PUBLIC COMMENTS:** The TEA filed the notice of proposed review of 19 TAC Chapter 33, Subchapter A and Subchapter B, with the Texas Register following the August-September 2023 SBOE meeting. The public comment period on the proposed rule review began October 6, 2023, and ended at 5:00 p.m. on November 10, 2023. At the time this item was prepared, no comments had been received regarding this review. Any public comments received will be provided to the SBOE during the November 2023 meeting. The SBOE will take registered oral and written comments on the proposed review at the appropriate committee meeting in November 2023 in accordance with the SBOE operating policies and procedures.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Adopt the review of 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, and Subchapter B, Texas Permanent School Fund Corporation Rules

**Staff Members Responsible:**

Mike Meyer, Deputy Commissioner, Finance

Amy Copeland, Director, State Funding

Jim Moore, Foundation School Program Manager, State Funding

**Attachment:**

Text of 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, and Subchapter B, Texas Permanent School Fund Corporation Rules

**ATTACHMENT**  
**Text of 19 TAC**

**Chapter 33. Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund**

**Subchapter A. State Board of Education Rules**

**§33.2. Distributions to the Available School Fund.**

Each year, the State Board of Education (SBOE) shall determine whether a distribution to the Available School Fund (ASF) shall be made for the current state fiscal year. The SBOE shall determine whether such distribution is permitted under the Texas Constitution, Article VII, §5(a)(2). The annual determination for the current fiscal year shall include a projection of the expected total return of the Permanent School Fund (PSF) at the end of the current fiscal year and the realized returns during the nine preceding state fiscal years. Any one-year distribution to the ASF shall not exceed 6.0% of the average market value of the PSF, excluding real property managed, sold, or acquired under the Texas Constitution, Article VII, §4, as determined under the Texas Constitution, Article VII, §5(a)(1).

*Statutory Authority: The provisions of this §33.2 issued under the Texas Constitution, Article VII, §5(a)(2) and (f).*

*Source: The provisions of this §33.2 adopted to be effective April 21, 2010, 35 TexReg 3027.*

**§33.3. Duties and Responsibilities of the State Board of Education Related to the Texas Permanent School Fund Corporation.**

- (a) The Texas Constitution, Article VII, §§1-8, establish the Available School Fund, the Texas Permanent School Fund (PSF), and the State Board of Education (SBOE) and specify the standard of care SBOE members must exercise in managing PSF assets. In addition, the constitution directs the legislature to establish suitable provisions for supporting and maintaining an efficient public free school system, defines the composition of the PSF and the Available School Fund, and requires the SBOE to set aside sufficient funds to provide free instructional materials for the use of children attending the public free schools of this state. The members of the SBOE serve as fiduciaries of the PSF.
- (b) Pursuant to Texas Education Code, Chapter 43, Subchapter B, the SBOE delegated the authority to manage and invest the PSF to the Texas PSF Corporation, a special-purpose governmental corporation that is an instrumentality of the state of Texas with all necessary and implied powers to accomplish its purpose. The SBOE has the following duties and responsibilities with respect to the Texas PSF Corporation:
  - (1) establish by rule the terms of the five members of the SBOE appointed to the Texas PSF Corporation Board of Directors;
  - (2) adopt the certificate of formation for the Texas PSF Corporation;
  - (3) approve the adoption and amendment of the Texas PSF Corporation bylaws; and
  - (4) act as the sole member of the Texas PSF Corporation.

*Statutory Authority: The provisions of this §33.3 issued under the Texas Constitution, Article VII, §5(a) and (f); Texas Education Code, §43.001; and Senate Bill 1232, 87th Texas Legislature, Regular Session, 2021.*

*Source: The provisions of this §33.3 adopted to be effective March 1, 2023, 48 TexReg 1043.*

**§33.4. Ethical Standards for Members of the State Board of Education.**

- (a) Definitions. For purposes of this section, the following definitions have the following meanings.
  - (1) Commissioner--the commissioner of education. As the commissioner is an employee of the Texas Education Agency (TEA), any provisions that apply to TEA employees apply to the commissioner.

- (2) Official act or official action--a vote, decision, recommendation, approval, disapproval, or other action, including inaction, that involves the use of discretionary authority.
  - (3) Permanent School Fund (PSF) service provider--any person who provides services to the PSF or relating to the management or investment of the PSF, including, but not limited to, external investment managers and consultants, banks, custodians, and professional services (attorneys, accountants, etc.). Notwithstanding the foregoing, for all purposes under this section, the term PSF service provider excludes State Board of Education (SBOE) members, TEA employees, and private fund managers. PSF service providers who provide services to the Texas PSF Corporation are covered by the Texas PSF Corporation's ethics policy.
  - (4) Personal securities transactions--
    - (A) transactions for a member's or employee's own account, including an individual retirement account; or
    - (B) transactions for an account, other than an account over which the member or employee has no direct or indirect influence or control, in which the member or employee (or the member's or employee's spouse, minor child, or other dependent relative):
      - (i) is an income or principal beneficiary or other equity owner of the account; or
      - (ii) receives compensation for managing the account for the benefit of persons other than the member or employee or his or her family.
  - (5) Private fund manager--a person who controls a non-publicly traded investment fund or other investment vehicle (including, but not limited to, a partnership, limited liability company, trust, association, or other entity) in which the PSF is invested. A private fund manager may include the vehicle's sponsor, general partner, managing member, manager, advisor, or other agent thereof. For purposes of this section, private fund managers are not considered to be PSF service providers.
  - (6) Publicly traded securities--securities of a class that is listed on a national securities exchange or quoted on the NASDAQ national market system in the United States or that is publicly traded on any foreign stock exchange or other foreign market.
  - (7) Relative--an individual related within the third degree by consanguinity (blood relative) or the second degree by affinity (marriage) determined in accordance with Texas Government Code, §§573.021-573.025. For purposes of this definition:
    - (A) examples of a relative within the third degree by consanguinity are a child, grandchild, great-grandchild, parent, grandparent, great-grandparent, brother, sister, uncle, aunt, niece, or nephew;
    - (B) examples of a relative within the second degree by affinity are a spouse, an individual related to a spouse within the second degree by consanguinity, or a spouse of such an individual;
    - (C) an individual adopted into a family is considered a relative on the same basis as a natural born family member; and
    - (D) an individual is considered a spouse even if the marriage has been dissolved by death or divorce if there are surviving children of that marriage.
  - (8) Texas Education Agency (TEA) employee--a person employed by TEA who provides advice to the SBOE, commissioner, or TEA concerning the PSF.
- (b) General principles. Under Texas Education Code (TEC), §43.0031, members of the SBOE, the commissioner, TEA employees, and persons providing services to the SBOE relating to the PSF are subject to general ethical standards relating to the PSF. The PSF is held in public trust for the benefit of the schoolchildren of Texas. The members of the SBOE serve as fiduciaries of the PSF in accordance with the Texas Constitution, Article VII, §5(f). SBOE members or anyone acting on their behalf shall aspire to the highest standards of ethical conduct and shall comply with the provisions of this section, the Texas

Constitution, Texas statutes, and all other applicable provisions governing the responsibilities of a fiduciary.

(c) General ethical standards.

- (1) SBOE members must comply with all laws applicable to them, which may include one or more of the following statutes: Texas Government Code, §572.051 (Standards of Conduct; State Agency Ethics Policy), §552.352 (Distribution or Misuse of Confidential Information), §572.002 (General Definitions), §572.004 (Definition: Regulation), §572.054 (Representation by Former Officer or Employee of Regulatory Agency Restricted; Criminal Offense), §572.058 (Private Interest in Measure or Decision; Disclosure; Removal from Office for Violation), §572.021 (Financial Statement Required), §2252.908 (Disclosure of Interested Parties), Chapter 573 (Degrees of Relationship; Nepotism Prohibitions), and Chapter 305 (Registration of Lobbyists); Texas Penal Code, Chapter 36 (Bribery and Corrupt Influence) and Chapter 39 (Abuse of Office); and TEC, §43.0032 (Conflicts of Interest) and §43.0033 (Reports of Expenditures). The omission of any applicable statute listed in this paragraph does not excuse violation of its provisions.
- (2) SBOE members must be honest in the exercise of their duties and must not take actions that will discredit the PSF.
- (3) SBOE members shall be loyal to the interests of the PSF to the extent that such loyalty is not in conflict with other duties that legally have priority.
- (4) SBOE members shall not use nonpublic information gained through their relationship with the PSF to seek or obtain personal gain beyond agreed compensation and/or any properly authorized expense reimbursement. This should not be interpreted to forbid the use of PSF as a reference or the communication to others of the fact that a relationship with PSF exists, provided that no misrepresentation is involved.
- (5) This section is adopted to satisfy the requirements of TEC, §43.0031.

(d) Conflicts of interest.

- (1) A conflict of interest exists whenever SBOE members, the commissioner, or TEA employees have business, commercial, or other relationships, including, but not limited to, personal and private relationships, that could reasonably be expected to diminish their independence of judgment in the performance of their duties. Conflicts include, but are not limited to, beneficial interests in securities, corporate memberships, trustee positions, familial relationships, or other special relationships that could reasonably be considered a conflict of interest with the fiduciary duties to the PSF. Further, TEC, §43.0032, requires disclosure and no participation in a matter affected by the possible conflict of interest, unless a waiver is granted, when an SBOE member, the commissioner, a TEA employee, or a person who provides services to the SBOE that relate to management or investment of the PSF has a business, commercial, or other relationship that could reasonably be expected to diminish a person's independence of judgment in the performance of the person's responsibilities relating to the PSF. Such business, commercial, or other relationship is defined to be a relationship that is prohibited under Texas Government Code, §572.051, or that would require public disclosure under Texas Government Code, §572.058, or a relationship that does not rise to this level but that is determined by the SBOE to create an unacceptable risk to the integrity and reputation of the PSF investment program.
- (2) Any person who has a possible conflict of interest as defined in paragraph (1) of this subsection shall, upon discovery, promptly disclose the possible conflict to the commissioner and the chair and vice chair of the SBOE on a disclosure form prescribed by the commissioner.

(e) Prohibited transactions and interests. SBOE members, the commissioner, and TEA employees may not:

- (1) engage in any personal securities transaction when the person has actual knowledge that the Texas PSF Corporation is trading such securities or has acquired information through his or her position that is not otherwise available to the public. An SBOE member, the commissioner, or a TEA employee may otherwise buy or sell a publicly traded security of an issuer that is held by the Texas PSF Corporation;

- (2) accept or solicit any gifts, favors, services, or benefits that might reasonably tend to influence the person in the discharge of his or her duties for the PSF or that the person knows, or should know, is being offered with the intent to influence the person's conduct on behalf of the PSF;
  - (3) accept employment or engage in a business or professional activity while serving as an SBOE member or a TEA employee that the member or employee might reasonably expect would require or induce the member or employee to disclose confidential information acquired by reason of his or her position concerning the PSF;
  - (4) accept employment or compensation while serving as a member or employee that could reasonably be expected to impair the member's or employee's independence of judgment in the performance of his or her duties;
  - (5) make personal investments that could reasonably be expected to create a substantial conflict of interest between the member's or employee's private interest and the interests of the PSF;
  - (6) intentionally or knowingly solicit, accept, or agree to accept any gifts, favors, services, or benefits for the exercise of the member's or employee's authority or performance of the member's or employee's duties;
  - (7) purchase, sell, exchange, or lease property to or from the Texas PSF Corporation if such person holds an interest in the property (whether direct or indirect);
  - (8) purchase, sell, or exchange any interest in an entity with the Texas PSF Corporation if such person holds an interest in the entity (whether direct or indirect);
  - (9) accept offers, under any circumstances, by reason of their official position to trade in any security or other investment on terms more favorable than those available to the general investing public or, in the case of private market investments, a similarly situated investor;
  - (10) lend to or borrow from the Texas PSF Corporation, PSF service providers, private fund managers, or other third parties with which the Texas PSF Corporation has a business relationship, unless such entities are normally engaged in such lending in the usual course of their business, and then only on customary terms offered to others under similar circumstances to finance proper and usual activities; or
  - (11) act as a representative or agent of a third party, including a PSF service provider or private fund manager, in connection with the acquisition of services or an investment for the Texas PSF Corporation.
- (f) Gifts and entertainment. An SBOE member, the commissioner, or a TEA employee (or the spouse, minor child, or dependent relative thereof) may not:
- (1) accept any gift or benefit, unless such gift is a permissible gift as defined in subsection (g) of this section;
  - (2) solicit, offer, or accept a gift or benefit (for the personal benefit of the member or employee or for the benefit of a third party), regardless of whether it is a permissible gift, that the member or employee knows, or should know, is being offered or given because of the member's or employee's official position, in exchange for an official act, or with the intent to influence the member's or employee's conduct on behalf of the PSF;
  - (3) solicit, accept, or agree to accept an honorarium in consideration for services that the member or employee would not have been requested to provide but for his or her official position or duties;
  - (4) accept any gift or benefit from a lobbyist, or a person who is required to be registered as a lobbyist, that is not expressly permitted by Texas Government Code, Chapter 305; or
  - (5) accept a gift or benefit if the source of the gift or benefit is not identified or if the member or employee knows, or has reason to know, that a prohibited gift is being offered through an intermediary.
- (g) Definition of permissible gift. The term "permissible gift" means a gift or benefit that is offered or accepted in compliance with all applicable statutes and rules and is one of the following:

- (1) an occasional gift that is not cash or money, including checks, gift cards, or negotiable instruments, and does not exceed \$50 in value;
  - (2) food, lodging, entertainment, and transportation, if accepted as a guest (i.e., the donor is present) and, if required, the member or employee reports the gift as required by law;
  - (3) an item is given in the context of a personal relationship, such as kinship, or a professional or business relationship that is independent of the member's or employee's official capacity; or
  - (4) transportation, lodging, and meals in connection with attendance at a conference or similar event in which the member or employee renders services, such as speaking, if the services are more than perfunctory.
- (h) Receipt of prohibited gift. A member or employee who receives a gift that is not a permissible gift should return the gift to its source or, if that is not possible or feasible, donate the gift to a recognized tax-exempt charitable organization or governmental entity.
- (i) Contributions and solicitation of support.
- (1) All SBOE members, the commissioner, and TEA employees (and their respective agents) shall follow all applicable laws governing campaign contributions, including, without limitation, the rules promulgated by the Securities and Exchange Commission relating to political contributions by certain investment advisors.
  - (2) An SBOE member shall not request that a PSF service provider or private fund manager make any gift or donation to a school or other charitable interest on behalf of or at the request of a member.
- (j) Compliance and enforcement.
- (1) The SBOE will enforce this section through its chair or vice chair or the commissioner.
  - (2) Any violation of this section will be reported to the chair and vice chair of the SBOE and the commissioner, and a recommended action will be presented to the SBOE by the chair of the SBOE or the commissioner.
  - (3) The ethics advisor of TEA shall respond to inquiries from SBOE members, the commissioner, and TEA employees concerning the provisions of this section. The ethics advisor may confer with the general counsel.
- (k) Ethics training. The SBOE shall receive annual training regarding state ethics laws through the Texas Ethics Commission or TEA's ethics advisor. TEA employees shall complete all ethics training required by TEA.

*Statutory Authority: The provisions of this §33.4 issued under Texas Education Code, §43.0031.*

*Source: The provisions of this §33.4 adopted to be effective March 1, 2023, 48 TexReg 1043.*

**§33.6. Bond Guarantee Program for School Districts.**

- (a) Statutory provision. The commissioner of education must administer the guarantee program for school district bonds according to the provisions of Texas Education Code (TEC), Chapter 45, Subchapter C.
- (b) Definitions. The following definitions apply to the guarantee program for school district bonds.
  - (1) Annual debt service--payments of principal and interest on outstanding bonded debt scheduled to occur between September 1 and August 31 during the fiscal year in which the guarantee is sought as reported by the Municipal Advisory Council (MAC) of Texas or its successor, if the district has outstanding bonded indebtedness.
    - (A) The annual debt service will be determined by the current report of the bonded indebtedness of the district as reported by the MAC of Texas or its successor as of the date of the application deadline.
    - (B) The annual debt service does not include:



- (i) the amount of debt service to be paid on the bonds for which the reservation is sought; or
    - (ii) the amount of debt service attributable to any debt that is no longer outstanding at the application deadline, provided that the Texas Education Agency (TEA) has sufficient evidence of the discharge or defeasance of such debt.
  - (C) Solely for the purpose of this calculation, the debt service amounts for variable rate bonds will be those that are published in the final official statement, or if there is no official statement, debt service amounts based on the maximum rate permitted by the bond order or other bond proceeding that establishes a maximum interest rate for the bonds.
- (2) Application deadline--the last business day of the month in which an application for a guarantee is filed. Applications must be submitted electronically through the website of the MAC of Texas or its successor by 5:00 p.m. on the last business day of the month to be considered in that month's application processing.
  - (3) Average daily attendance (ADA)--total refined average daily attendance as defined by TEC, §42.005.
  - (4) Bond--a debt security issuance approved by the attorney general, issued under TEC, §45.003 or §45.004, to provide long-term financing with a maturity schedule of at least three years.
  - (5) Bond Guarantee Program (BGP)--the guarantee program that is described by this section and established under TEC, Chapter 45, Subchapter C.
  - (6) Bond order--the order adopted by the governing body of a school district that authorizes the issuance of bonds and the pricing certificate, if any, establishing the terms of the bonds executed pursuant to such order.
  - (7) Combination issue--an issuance of bonds for which an application for a guarantee is filed that includes both a new money portion and a refunding portion, as permitted by the Texas Government Code, Chapter 1207. The eligibility of combination issues for the guarantee is limited by the eligibility of the new money and refunding portions as defined in this subsection.
  - (8) Enrollment growth--growth in student enrollment, as defined by §129.1025 of this title (relating to Adoption by Reference: Student Attendance Accounting Handbook), that has occurred over the previous five school years.
  - (9) Nationally recognized investment rating firm--an investment rating firm that is designated by the United States Securities and Exchange Commission as a nationally recognized statistical rating organization (NRSRO) and is demonstrating that it has:
    - (A) had its current NRSRO designation for at least three consecutive years;
    - (B) provided credit ratings to each of the following:
      - (i) fifteen or more fixed income securities denominated in United States dollars and issued during the immediately preceding three years; and
      - (ii) ten or more school districts in the United States; and
    - (C) a documented separation of duties between employees involved in credit analysis and employees involved in business relationships with clients.
  - (10) New money issue--an issuance of bonds for the purposes of constructing, renovating, acquiring, and equipping school buildings; the purchase of property; or the purchase of school buses. An issuance of bonds for the purpose of constructing teacher or student housing is eligible for the guarantee for new money only if it is an integral part of the educational mission of the school district as determined by the commissioner. Eligibility for the guarantee for new money issues is limited to the issuance of bonds authorized under TEC, §45.003. A new money issue does not include the issuance of bonds to purchase a facility from a public facility corporation created by the school district or to purchase any property that is currently under a lease-purchase contract under the Local Government Code, Chapter 271, Subchapter A. A new money issue does not

include an issuance of bonds to refinance any type of maintenance tax-supported debt. Maintenance tax-supported debt includes, but is not limited to:

- (A) time warrants or loans entered under TEC, Chapter 45, Subchapter E; or
  - (B) any other type of loan or warrant that is not supported by bond taxes as defined by TEC, §45.003.
- (11) Notes issued to provide interim financing--an issuance of notes, including commercial paper notes, designed to provide short-term financing for the purposes of constructing, renovating, acquiring, and equipping school buildings; the purchase of property; or the purchase of school buses. For notes to be eligible for the guarantee under this section, the notes must be:
- (A) issued to pay costs for which bonds have been authorized at an election occurring before the issuance of the notes;
  - (B) approved by the attorney general or issued in accordance with proceedings that have been approved by the attorney general; and
  - (C) refunded by bonds issued to provide long-term financing no more than three years from the date of issuance of such notes, provided that the date of issuance of notes will be determined by reference to the date on which the notes were issued for capital expenditures and the intervening date or dates of issuance of any notes issued to refinance outstanding notes will be disregarded.
- (12) Refunding issue--an issuance of bonds for the purpose of refunding bonds, including notes issued to provide interim financing, that are supported by bond taxes as defined by TEC, §45.003. Eligibility for the guarantee for refunding issues is limited to refunding issues that refund bonds, including notes issued to provide interim financing, that were authorized by a bond election under TEC, §45.003.
- (13) Total debt service--total outstanding principal and interest on bonded debt.
- (A) The total debt service will be determined by the current report of the bonded indebtedness of the district as reported by the MAC of Texas or its successor as of the date of the application deadline, if the district has outstanding bonded indebtedness.
  - (B) The total debt service does not include:
    - (i) the amount of debt service to be paid on the bonds for which the reservation is sought; or
    - (ii) the amount of debt service attributable to any debt that is no longer outstanding at the application deadline, provided that TEA has sufficient evidence of the discharge or defeasance of such debt.
  - (C) Solely for the purpose of this calculation, the debt service amounts for variable rate bonds will be those that are published in the final official statement, or if there is no official statement, debt service amounts based on the maximum rate permitted by the bond order or other bond proceeding that establishes a maximum interest rate for the bonds.
- (c) Data sources.
- (1) The following data sources will be used for purposes of prioritization:
- (A) projected ADA for the current school year as adopted by the legislature for appropriations purposes;
  - (B) final property values certified by the comptroller of public accounts, as described in the Texas Government Code, Chapter 403, Subchapter M, for the tax year preceding the year in which the bonds will be issued. If final property values are unavailable, the most recent projection of property values by the comptroller, as described in the Texas Government Code, Chapter 403, Subchapter M, will be used;

- (C) debt service information reported by the MAC of Texas or its successor as of the date of the application deadline; and
  - (D) enrollment information reported to the Public Education Information Management System (PEIMS) for the five-year time period ending in the year before the application date.
- (2) The commissioner may consider adjustments to data values determined to be erroneous or not reflective of current conditions before the deadline for receipt of applications for that application cycle.
- (d) Bond eligibility.
- (1) Only those combination, new money, and refunding issues as defined in subsection (b)(7), (10), and (12), respectively, of this section are eligible to receive the guarantee.
  - (2) Refunding issues must comply with the following requirements to retain eligibility for the guarantee for the refunding bonds, except that subparagraph (C) of this paragraph does not apply to a refunding issue that provides long-term financing for notes issued to provide interim financing.
    - (A) As with any district applying for approval for the guarantee, the district issuing the refunding bonds must meet the requirements for initial approval specified in subsection (g)(2)(A) of this section.
    - (B) The bonds to be refunded must have been:
      - (i) previously guaranteed by the Permanent School Fund (PSF) or approved for credit enhancement under §61.1038 of this title (relating to School District Bond Enhancement Program);
      - (ii) issued on or after November 1, 2008, and before January 1, 2010; or
      - (iii) issued as notes to provide interim financing as defined in subsection (b)(11) of this section.
    - (C) The district must demonstrate that issuing the refunding bond(s) will result in a present value savings to the district and that the refunding bond or bonds will not have a maturity date later than the final maturity date of the bonds being refunded. Present value savings is determined by computing the net present value of the difference between each scheduled payment on the original bonds and each scheduled payment on the refunding bonds. Present value savings must be computed at the true interest cost of the refunding bonds. If the commissioner approves refunding bonds for the guarantee based on evidence of present value savings but at the time of the sale of the refunding bonds a present value savings is not realized, the commissioner may revoke the approval of the bonds for the guarantee.
    - (D) The refunding transaction must comply with the provisions of subsection (g)(4)(A)-(C) of this section.
  - (3) If a district files an application for a combination issue, the application will be treated as an application for a single issue for the purposes of eligibility for the guarantee. A guarantee for the combination issue will be awarded only if both the new money portion and the refunding portion meet all of the applicable eligibility requirements described in this section. As part of its application, the applicant district must present data that demonstrate compliance for both the new money portion of the issue and the refunding portion of the issue.
  - (4) If the commissioner determines that an applicant has deliberately misrepresented information related to a bond issue to secure a guarantee, the commissioner must revoke the approval of the bonds for the guarantee.
- (e) Determination of PSF capacity to guarantee bonds.

- (1) Each month the commissioner will estimate the available capacity of the PSF. If necessary, the commissioner will confirm that the PSF has sufficient capacity to guarantee the bonds before the issuance of the final approval for the guarantee in accordance with subsection (g)(3) of this section. The calculation of capacity will be based on a multiplier of three and one-half times the cost value of the PSF with the proviso that under no circumstances could the capacity of the fund exceed the limits set by federal regulation. The commissioner may increase or decrease the multiplier to prudently manage fund capacity and preserve the AAA credit rating of the PSF. Changes to the multiplier made by the commissioner are to be ratified or rejected by the State Board of Education (SBOE) at the next meeting for which the item can be posted.
  - (2) The SBOE may establish an amount of capacity to be held in reserve of up to 5.0% of the fund's capacity. The amount to be held in reserve may be increased or decreased by a majority vote of the SBOE based on changes in the cost value, asset allocation, and risk in the portfolio, or may be increased or decreased by the commissioner as necessary to prudently manage fund capacity and preserve the AAA credit rating of the PSF. Changes to the amount held in reserve made by the commissioner are to be ratified or rejected by the SBOE at the next meeting for which the item can be posted.
  - (3) The net capacity of the PSF to guarantee bonds is determined by subtracting the amount to be held in reserve, as determined under paragraph (2) of this subsection, from the total available capacity, as described in paragraph (1) of this subsection.
- (f) Application process and application processing.
- (1) Application submission and fee. A district must apply to the commissioner for the guarantee of eligible bonds or the credit enhancement of eligible bonds as authorized under §61.1038 of this title by submitting an application electronically through the website of the MAC of Texas or its successor. The district must submit the information required under TEC, §45.055(b), and this section and any additional information the commissioner may require. The application and all additional information required by the commissioner must be received before the application will be processed. The district may not submit an application for a guarantee or credit enhancement before the successful passage of an authorizing proposition.
    - (A) The application fee is \$1,500.
    - (B) The fee is due at the time the application for the guarantee or the credit enhancement is submitted. An application will not be processed until the fee has been remitted according to the directions provided on the website of the MAC of Texas or its successor and received by TEA.
    - (C) The fee will not be refunded to a district that:
      - (i) is not approved for the guarantee or the credit enhancement; or
      - (ii) does not sell its bonds before the expiration of its approval for the guarantee or the credit enhancement.
    - (D) The fee may be transferred to a subsequent application for the guarantee or the credit enhancement by the district if the district withdraws its application and submits the subsequent application before the expiration of its approval for the guarantee or the credit enhancement.
  - (2) Application prioritization and processing. Applications will be prioritized based on districts' property wealth per ADA, with the application of a district with a lower property wealth per ADA prioritized before that of a district with a higher property wealth per ADA. Applications may also be prioritized for districts that experience unforeseen catastrophes or emergencies that require the renovation or replacement of school facilities as described in TEC, §44.031(h). All applications received during a calendar month will be held until up to the 15th business day of the subsequent month. On or before the 15th business day of each month, the commissioner will announce the results of the prioritization and process applications for initial approval for the guarantee, up to the available net capacity as of the application deadline, subject to the requirements of this section.

- (A) Approval for guarantees will be awarded each month beginning with the districts with the lowest property wealth per ADA until the PSF reaches its net capacity to guarantee bonds.
  - (B) Approval for guarantees will be awarded based on the fund's capacity to fully guarantee the bond issue for which the guarantee is sought. Applications for bond issues that cannot be fully guaranteed will not receive an award. The amount of bond issue for which the guarantee was requested may not be modified after the monthly application deadline for the purposes of securing the guarantee during the award process. If PSF net capacity has been exhausted, the commissioner will process the application for approval of the credit enhancement as specified in §61.1038 of this title.
  - (C) The actual guarantee of the bonds is subject to the approval process prescribed in subsection (g) of this section.
  - (D) An applicant school district is ineligible for consideration for the guarantee if its lowest credit rating from any nationally recognized investment rating firm as defined in subsection (b)(9) of this section is the same as or higher than that of the PSF.
- (3) Late application. An application received after the application deadline will be considered a valid application for the subsequent month, unless withdrawn by the submitting district before the end of the subsequent month.
  - (4) Notice of application status. Each district that submits a valid application will be notified of the application status within 15 business days of the application deadline.
  - (5) Reapplication. If a district does not receive approval for the guarantee or for any reason does not receive approval of the bonds from the attorney general within the time period specified in subsection (g)(4) of this section, the district may reapply in a subsequent month. Applications that were denied approval for the guarantee will not be retained for consideration in subsequent months.
- (g) Approval for the guarantee; district responsibilities on receipt of approval.
    - (1) Initial and final approval provisions.
      - (A) If, during the monthly estimation of PSF capacity described in subsection (e)(1) of this section, the commissioner determines that the available capacity of the PSF is 10% or less, the commissioner may require an applicant school district to obtain final approval for the guarantee as described in paragraph (3) of this subsection.
      - (B) If the commissioner has not made such a determination:
        - (i) the commissioner will consider the initial approval described in paragraph (2) of this subsection as both the initial and final approval; and
        - (ii) an applicant school district that has received notification of initial approval for the guarantee, as described in paragraph (2) of this subsection, may consider that notification as notification of initial and final approval for the guarantee and may complete the sale of the applicable bonds.
    - (2) Initial approval.
      - (A) The following provisions apply to all applications for the guarantee, regardless of whether an application is for a new money, refunding, or combination issue. Under TEC, §45.056, the commissioner will investigate the applicant school district's accreditation status and financial status. A district must be accredited and financially sound to be eligible for initial approval by the commissioner. The commissioner's review will include the following:
        - (i) the purpose of the bond issue;
        - (ii) the district's accreditation status as defined by §97.1055 of this title (relating to Accreditation Status) in accordance with the following:

- (I) if the district's accreditation status is Accredited, the district will be eligible for consideration for the guarantee;
  - (II) if the district's accreditation status is Accredited-Warned or Accredited-Probation, the commissioner will investigate the underlying reason for the accreditation rating to determine whether the accreditation rating is related to the district's financial soundness. If the accreditation rating is related to the district's financial soundness, the district will not be eligible for consideration for the guarantee; or
  - (III) if the district's accreditation status is Not Accredited-Revoked, the district will not be eligible for consideration for the guarantee;
- (iii) the district's compliance with statutes and rules of TEA; and
  - (iv) the district's financial status and stability, regardless of the district's accreditation rating, including approval of the bonds by the attorney general under the provisions of TEC, §45.0031 and §45.005.
- (B) The following limitation applies to applications for new money issues of bonds for which the election authorizing the issuance of the bonds was called after July 15, 2004. The commissioner will limit approval for the guarantee to a district that has, at the time of the application for the guarantee, less than 90% of the annual debt service of the district with the highest annual debt service per ADA, as determined by the commissioner annually, or less than 90% of the total debt service of the district with the highest total debt service per ADA, as determined by the commissioner annually. The limitation will not apply to school districts that have enrollment growth, as defined in subsection (b)(8) of this section, of at least 25%, based on PEIMS data on enrollment available at the time of application. The annual debt service amount is the amount defined by subsection (b)(1) of this section. The total debt service amount is the amount defined by subsection (b)(13) of this section.
  - (C) The commissioner will grant or deny initial approval for the guarantee based on the review described in subparagraph (A) of this paragraph and the limitation described in subparagraph (B) of this paragraph and will provide an applicant district whose application has received initial approval for the guarantee written notice of initial approval.
- (3) Final approval. The provisions of this paragraph apply only as described in paragraph (1) of this subsection. A district must receive final approval before completing the sale of the bonds for which the district has received notification of initial approval.
    - (A) A district that has received initial approval must provide a written notice to TEA two business days before issuing a preliminary official statement (POS) for the bonds that are eligible for the guarantee or two business days before soliciting investment offers, if the bonds will be privately placed without the use of a POS.
      - (i) The district must receive written confirmation from TEA that the capacity continues to be available before proceeding with the public or private offer to sell bonds.
      - (ii) TEA will provide this notification within one business day of receiving the notice of the POS or notice of other solicitation offers to sell the bonds.
    - (B) A district that received confirmation from TEA in accordance with subparagraph (A) of this paragraph must provide written notice to TEA of the placement of an item to approve the bond sale on the agenda of a meeting of the school board of trustees no later than two business days before the meeting. If the bond sale is completed pursuant to a delegation by the board to a pricing officer or committee, notice must be given to TEA no later than two business days before the execution of a bond purchase agreement by such pricing officer or committee.

- (i) The district must receive written confirmation from TEA that the capacity continues to be available for the bond sale before the approval of the sale by the school board of trustees or by the pricing officer or committee.
    - (ii) TEA will provide this notification within one business day before the date that the district expects to complete the sale by official action of the board or of a pricing officer or committee.
  - (C) TEA will process requests for final approval from districts that have received initial approval on a first come, first served basis. Requests for final approval must be received before the expiration of the initial approval.
  - (D) A district may provide written notification as required by this paragraph by facsimile transmission or by email in a manner prescribed by the commissioner.
- (4) District responsibilities on receipt of approval.
  - (A) Once a district is awarded initial approval for the guarantee, each issuance of the bonds must be approved by the attorney general within 180 days of the date of the letter granting the approval for the guarantee. The initial approval for the guarantee will expire at the end of the 180-day period. The commissioner may extend the 180-day period, based on extraordinary circumstances, on receiving a written request from the district or the attorney general before the expiration of the 180-day period.
  - (B) If the bonds are not approved by the attorney general within 180 days of the date of the letter granting the approval for the guarantee, the commissioner will consider the application withdrawn, and the district must reapply for a guarantee.
  - (C) If applicable, the district must comply with the provisions for final approval described in paragraph (3) of this subsection to maintain approval for the guarantee.
  - (D) A district may not represent bonds as guaranteed for the purpose of pricing or marketing the bonds before the date of the letter granting approval for the guarantee.
- (h) Financial exigency. The following provisions describe how a declaration of financial exigency under §109.2001 of this title (relating to Financial Exigency) affects a district's application for guarantee approval or a district's previously granted approval.
  - (1) Application for guarantee of new money issue. The commissioner will deny approval of an application for the guarantee of a new money issue if the applicant school district has declared a state of financial exigency for the district's current fiscal year. The denial of approval will be in effect for the duration of the applicable fiscal year unless the district can demonstrate financial stability.
  - (2) Approval granted before declaration. If in a given district's fiscal year the commissioner grants approval for the guarantee of a new money issue and the school district subsequently declares a state of financial exigency for that same fiscal year, the district must immediately notify the commissioner and may not offer the bonds for sale unless the commissioner determines that the district may proceed.
  - (3) Application for guarantee of refunding issue. The commissioner will consider an application for the guarantee of a refunding issue that meets all applicable requirements specified in this section even if the applicant school district has declared a state of financial exigency for the district's current fiscal year. In addition to fulfilling all applicable requirements specified in this section, the applicant school district must also describe, in its application, the reason financial exigency was declared and how the refunding issue will support the district's financial recovery plan.
- (i) Allocation of specific holdings. If necessary to successfully operate the BGP, the commissioner may allocate specific holdings of the PSF to specific bond issues guaranteed under this section. This allocation will not prejudice the right of the SBOE to dispose of the holdings according to law and requirements applicable to the fund; however, the SBOE will ensure that holdings of the PSF are available for a

substitute allocation sufficient to meet the purposes of the initial allocation. This allocation will not affect any rights of the bond holders under law.

- (j) Defeasance. The guarantee will be completely removed when bonds guaranteed by the BGP are defeased, and such a provision must be specifically stated in the bond order. If bonds guaranteed by the BGP are defeased, the district must notify the commissioner in writing within ten calendar days of the action.
- (k) Bonds issued before August 15, 1993. For bonds issued before August 15, 1993, a school district seeking the guarantee of eligible bonds must certify that, on the date of issuance of any bond, no funds received by the district from the Available School Fund (ASF) are reasonably expected to be used directly or indirectly to pay the principal or interest on, or the tender or retirement price of, any bond of the political subdivision or to fund a reserve or placement fund for any such bond.
- (l) Bonds guaranteed before December 1, 1993. For bonds guaranteed before December 1, 1993, if a school district cannot pay the maturing or matured principal or interest on a guaranteed bond, the commissioner will cause the amount needed to pay the principal or interest to be transferred to the district's paying agent solely from the PSF and not from the ASF. The commissioner also will direct the comptroller of public accounts to withhold the amount paid, plus interest, from the first state money payable to the district, excluding payments from the ASF.
- (m) Bonds issued after August 15, 1993, and guaranteed on or after December 1, 1993. If a school district cannot pay the maturing or matured principal or interest on a guaranteed bond, the commissioner will cause the amount needed to pay the principal or interest to be transferred to the district's paying agent from the PSF. The commissioner also will direct the comptroller of public accounts to withhold the amount paid, plus interest, from the first state money payable to the district, regardless of source, including the ASF.
- (n) Payments. For purposes of the provisions of TEC, Chapter 45, Subchapter C, matured principal and interest payments are limited to amounts due on guaranteed bonds at scheduled maturity, at scheduled interest payment dates, and at dates when bonds are subject to mandatory redemption, including extraordinary mandatory redemption, in accordance with the terms of the bond order. All such payment dates, including mandatory redemption dates, must be specified in the bond order or other document pursuant to which the bonds initially are issued. Without limiting the provisions of this subsection, payments attributable to an optional redemption or a right granted to a bondholder to demand payment on a tender of such bonds according to the terms of the bonds do not constitute matured principal and interest payments.
- (o) Guarantee restrictions. The guarantee provided for eligible bonds under the provisions of TEC, Chapter 45, Subchapter C, is restricted to matured bond principal and interest. The guarantee applies to all matured interest on eligible bonds, whether the bonds were issued with a fixed or variable interest rate and whether the interest rate changes as a result of an interest reset provision or other bond order provision requiring an interest rate change. The guarantee does not extend to any obligation of a district under any agreement with a third party relating to bonds that is defined or described in state law as a "bond enhancement agreement" or a "credit agreement," unless the right to payment of such third party is directly as a result of such third party being a bondholder.
- (p) Notice of default. A school district that has determined that it is or will be unable to pay maturing or matured principal or interest on a guaranteed bond must immediately, but not later than the fifth business day before maturity date, notify the commissioner.
- (q) Payment from PSF.
  - (1) Immediately after the commissioner receives the notice described in subsection (p) of this section, the commissioner will instruct the comptroller to transfer from the appropriate account in the PSF to the district's paying agent the amount necessary to pay the maturing or matured principal or interest.
  - (2) Immediately after receipt of the funds for payment of the principal or interest, the paying agent must pay the amount due and forward the canceled bond or coupon to the comptroller. The comptroller will hold the canceled bond or coupon on behalf of the PSF.
  - (3) Following full reimbursement to the PSF with interest, the comptroller will further cancel the bond or coupon and forward it to the school district for which payment was made. Interest will be



charged at the rate determined under the Texas Government Code, §2251.025(b). Interest will accrue as specified in the Texas Government Code, §2251.025(a) and (c).

- (r) Bonds not accelerated on default. If a school district fails to pay principal or interest on a guaranteed bond when it matures, other amounts not yet mature are not accelerated and do not become due by virtue of the school district's default.
- (s) Reimbursement of PSF. If payment from the PSF is made on behalf of a school district, the school district must reimburse the amount of the payment, plus interest, in accordance with the requirements of TEC, §45.061.
- (t) Repeated failure to pay. If a total of two or more payments are made under the BGP or the credit enhancement program authorized under §61.1038 of this title on the bonds of a school district, the commissioner will take action in accordance with the provisions of TEC, §45.062.

*Statutory Authority: The provisions of this §33.6 issued under the Texas Constitution, Article VII, §5(a) and (f); Texas Education Code, §43.001; and Senate Bill 1232, 87th Texas Legislature, Regular Session, 2021.*

*Source: The provisions of this §33.6 adopted to be effective March 1, 2023, 48 TexReg 1043.*

### **§33.7. Bond Guarantee Program for Charter Schools.**

- (a) Statutory provision. The commissioner of education must administer the guarantee program for open-enrollment charter school bonds according to the provisions of Texas Education Code (TEC), Chapter 45, Subchapter C.
- (b) Definitions. The following definitions apply to the guarantee program for open-enrollment charter school bonds.
  - (1) Amortization expense--the annual expense of any debt and/or loan obligations.
  - (2) Annual debt service--payments of principal and noncapitalized interest on outstanding bonded debt scheduled to occur during a charter district's fiscal year as reported by the Municipal Advisory Council (MAC) of Texas or its successor, if the charter district is responsible for outstanding bonded indebtedness.
    - (A) The annual debt service will be determined by the current report of the bonded indebtedness of the charter district as reported by the MAC of Texas or its successor as of the date of the application deadline.
    - (B) Solely for the purpose of this calculation, the debt service amounts for variable rate bonds will be those that are published in the final official statement or, if there is no official statement, debt service amounts based on the maximum rate permitted by the bond resolution or other bond proceeding that establishes a maximum interest rate for the bonds.
    - (C) Annual debt service includes required payments into a sinking fund as authorized under 26 United States Code (USC) §54A(d)(4)(C), provided that the sinking fund is maintained by a trustee or other entity approved by the commissioner that is not under the control or common control of the charter district.
  - (3) Application deadline--the last business day of the month in which an application for a guarantee is filed. Applications must be submitted electronically through the website of the MAC of Texas or its successor by 5:00 p.m. on the last business day of the month to be considered in that month's application processing. This application deadline does not apply to applications for issues to refund bonds previously guaranteed by the Bond Guarantee Program.
  - (4) Board resolution--the resolution adopted by the governing body of an open-enrollment charter holder that:
    - (A) requests guarantee of bonds through the Bond Guarantee Program; and
    - (B) authorizes the charter holder's administration to pursue bond financing.

- (5) Bond--a debt security issuance approved by the attorney general, issued under TEC, Chapter 53, to provide long-term financing with a maturity schedule of at least three years.
- (6) Bond Guarantee Program (BGP)--the guarantee program that is described by this section and established under TEC, Chapter 45, Subchapter C.
- (7) Bond resolution--the resolution, indenture, or other instrument adopted by the governing body of an issuer of bonds authorizing the issuance of bonds for the benefit of a charter district.
- (8) Charter district--an open-enrollment charter holder designated as a charter district under subsection (e) of this section, as authorized by TEC, §12.135.
- (9) Combination issue--an issuance of bonds for which an application for a guarantee is filed that includes both a new money portion and a refunding portion, as permitted by TEC, Chapter 53. The eligibility of combination issues for the guarantee is limited by the eligibility of the new money and refunding portions as defined in this subsection.
- (10) Debt service coverage ratio--a measure of a charter district's ability to pay interest and principal with cash generated from current operations. The debt service coverage ratio (total debt service coverage on all long-term capital debt) equals the excess of revenues over expenses plus interest expense plus depreciation expense plus amortization expense, all divided by annual debt service. The calculation can be expressed as: (Excess of revenues over expenses + interest expense + depreciation expense + amortization expense)/ annual debt service.
- (11) Depreciation expense--the audited amount of depreciation that was expensed during the fiscal period.
- (12) Educational facility--a classroom building, laboratory, science building, faculty or administrative office building, or other facility used exclusively for the conduct of the educational and administrative functions of a charter school.
- (13) Foundation School Program (FSP)--the program established under TEC, Chapters 41, 42, and 46, or any successor program of state appropriated funding for school districts in the state of Texas.
- (14) Long-term debt--any debt of the charter district that has a term of greater than three years and is secured on a parity basis with the bonds to be guaranteed.
- (15) Maximum annual debt service--as of any date of calculation, the highest annual debt service requirements with respect to all outstanding long-term debt for any succeeding fiscal year.
- (16) Nationally recognized investment rating firm--an investment rating firm that is designated by the United States Securities and Exchange Commission as a nationally recognized statistical rating organization (NRSRO) and is demonstrating that it has:
  - (A) had its current NRSRO designation for at least three consecutive years;
  - (B) provided credit ratings to each of the following:
    - (i) fifteen or more fixed income securities denominated in United States dollars and issued during the immediately preceding three years;
    - (ii) ten or more school districts in the United States;
    - (iii) one or more charter schools in the United States; and
  - (C) a documented separation of duties between employees involved in credit analysis and employees involved in business relationships with clients.
- (17) New money issue--an issuance of revenue bonds under TEC, Chapter 53, for the purposes of:
  - (A) the acquisition, construction, repair, or renovation of an educational facility of an open-enrollment charter school and equipping real property of an open-enrollment charter school, provided that any bonds for student or teacher housing must meet the following criteria:

- (i) the proposed housing is contemplated in the charter or charter application; and
    - (ii) the proposed housing is an essential and integral part of the educational program included in the charter contract; or
  - (B) the refinancing of one or more promissory notes executed by an open-enrollment charter school, each in an amount in excess of \$500,000, that evidence one or more loans from a national or regional bank, nonprofit corporation, or foundation that customarily makes loans to charter schools, the proceeds of which loans were used for a purpose described in subparagraph (A) of this paragraph; or
  - (C) both.
- (18) Open-enrollment charter--this term has the meaning assigned in §100.1001 of this title (relating to Definitions).
- (19) Open-enrollment charter holder--this term has the meaning assigned to the term "charter holder" in TEC, §12.1012.
- (20) Open-enrollment charter school--this term has the meaning assigned to the term "charter school" in §100.1001 of this title.
- (21) Open-enrollment charter school campus--this term has the meaning assigned to the term "charter school campus" in §100.1001 of this title.
- (22) Refunding issue--an issuance of bonds under TEC, Chapter 53, for the purpose of refunding:
- (A) bonds that have previously been issued under that chapter and have previously been approved by the attorney general; or
  - (B) bonds that have previously been issued for the benefit of an open-enrollment charter school under Vernon's Civil Statutes, Article 1528m, and have previously been approved by the attorney general.
- (c) Bond eligibility.
- (1) Only those combination, new money, and refunding issues as defined in subsection (b)(9), (17), and (22), respectively, of this section are eligible to receive the guarantee. The bonds must, without the guarantee, be rated as investment grade by a nationally recognized investment rating firm and must be issued on or after September 28, 2011.
- (2) Refunding issues must comply with the following requirements to retain eligibility for the guarantee for the refunding bonds.
- (A) As with any open-enrollment charter holder applying for approval for the guarantee, the charter holder for which the refunding bonds are being issued must meet the requirements for charter district designation specified in subsection (e)(2) of this section and the requirements for initial approval specified in subsection (f)(3)(A) of this section.
  - (B) The charter holder must demonstrate that issuing the refunding bond(s) will result in a present value savings to the charter holder. Present value savings is determined by computing the net present value of the difference between each scheduled payment on the original bonds and each scheduled payment on the refunding bonds. Present value savings must be computed at the true interest cost of the refunding bonds. If the commissioner approves refunding bonds for the guarantee based on evidence of present value savings but at the time of the sale of the refunding bonds a present value savings is not realized, the commissioner may revoke the approval of the bonds for the guarantee.
  - (C) For issues that refund bonds previously guaranteed by the BGP, the charter holder must demonstrate that the refunding bond or bonds will not have a maturity date later than the final maturity date of the bonds being refunded.
  - (D) The refunding transaction must comply with the provisions of subsection (f)(5)(A)-(C) and (E) of this section.

- (3) If an open-enrollment charter holder files an application for a combination issue, the application will be treated as an application for a single issue for the purposes of eligibility for the guarantee. A guarantee for the combination issue will be awarded only if both the new money portion and the refunding portion meet all of the applicable eligibility requirements described in this section. As part of its application, the charter holder making the application must present data that demonstrate compliance for both the new money portion of the issue and the refunding portion of the issue.
  - (4) If the commissioner determines that an applicant has deliberately misrepresented information related to a bond issue to secure a guarantee, the commissioner must revoke the approval of the bonds for the guarantee.
- (d) Determination of Permanent School Fund (PSF) capacity to guarantee bonds for charter districts.
- (1) Each month the commissioner will estimate the available capacity of the PSF to guarantee bonds for charter districts. This capacity is determined by multiplying the net capacity determined under §33.6 of this title (relating to Bond Guarantee Program for School Districts) by the percentage of the number of students enrolled in open-enrollment charter schools in this state compared to the total number of students enrolled in all public schools in this state, as determined by the commissioner. The commissioner's determination of the number of students enrolled in open-enrollment charter schools in this state and the number of students enrolled in all public schools in this state is based on the enrollment data submitted by school districts and charter schools to the Public Education Information Management System (PEIMS) during the most recent fall PEIMS submission. Annually, the commissioner will post the applicable student enrollment numbers and the percentage of students enrolled in open-enrollment charter schools on the Texas Education Agency (TEA) web page related to the BGP. The commissioner shall hold the percentage established by the State Board of Education (SBOE) under §33.6(e)(2) of this title of the charter school available capacity in reserve each month.
  - (2) Up to half of the total capacity of the PSF to guarantee bonds for charter districts may be used to guarantee charter district refunding bonds.
- (e) Application process and application processing. An open-enrollment charter holder must apply to the commissioner for the guarantee of eligible bonds by submitting an application electronically through the website of the MAC of Texas or its successor. Before an application for the guarantee will be considered, a charter holder must first be determined by the commissioner to meet criteria for designation as a charter district for purposes of this section. The application submitted through the website of the MAC of Texas or its successor will serve as both a charter holder's application for designation as a charter district and its application for the guarantee.
- (1) Application submission and fee. As part of its application, an open-enrollment charter holder must submit the information required under TEC, §45.055(b), and this section and any additional information the commissioner may require. The application and all additional information required by the commissioner must be received before the application will be processed. The open-enrollment charter holder may not submit an application for a guarantee before the governing body of the charter holder adopts a board resolution as defined in subsection (b)(4) of this section.
    - (A) The amount of the application fee is the amount specified in §33.6 of this title.
    - (B) The fee is due at the time the application for charter district designation and the guarantee is submitted. An application will not be processed until the fee has been remitted according to the directions provided on the website of the MAC of Texas or its successor and received by TEA.
    - (C) The fee will not be refunded to an applicant that:
      - (i) is designated a charter district but is not approved for the guarantee; or
      - (ii) receives approval for the guarantee but does not sell its bonds before the expiration of its approval for the guarantee.

- (D) The fee may be transferred to a subsequent application for the guarantee by a charter district that has been approved for the guarantee if the charter district withdraws its application and submits the subsequent application before the expiration of its approval for the guarantee.
- (2) Eligibility to be designated a charter district.
- (A) To be designated a charter district and have its application for the guarantee considered by the commissioner, an open-enrollment charter holder must:
    - (i) have operated at least one open-enrollment charter school in the state of Texas for at least three years and have had students enrolled in the school for those three years;
    - (ii) identify in its application for which open-enrollment charter school and, if applicable, for which open-enrollment charter school campus the bond funds will be used;
    - (iii) in its application, agree that the bonded indebtedness for which the guarantee is sought will be undertaken as an obligation of all entities under common control of the open-enrollment charter holder and agree that all such entities will be liable for the obligation if the open-enrollment charter holder defaults on the bonded indebtedness, provided that an entity that does not operate a charter school in Texas is subject to this subparagraph only to the extent that it has received state funds from the open-enrollment charter holder;
    - (iv) not have an unresolved corrective action that is more than one year old, unless the open-enrollment charter holder has taken appropriate steps, as determined by the commissioner, to begin resolving the action;
    - (v) have had, for the past three years, an audit as required by §100.1047 of this title (relating to Accounting for State and Federal Funds) that was completed with unqualified or unmodified opinions;
    - (vi) have received an investment grade credit rating from a nationally recognized investment rating firm as defined in subsection (b)(16) of this section as specified by TEC, §45.0541, within the last year; and
    - (vii) not have materially violated a covenant relating to debt obligation in the immediately preceding three years.
  - (B) For an open-enrollment charter holder to be designated a charter district and have its application for the guarantee considered by the commissioner, each open-enrollment charter school operated under the charter must not have an accreditation rating of Not Accredited-Revoked and must have a rating of met standard or met alternative standard as its most recent state academic accountability rating. However, if an open-enrollment charter school operated under the charter is not yet rated because the school is in its first year of operation, that fact will not impact the charter holder's eligibility to be designated a charter district and apply for the guarantee.
- (3) Application processing. All applications received during a calendar month that were submitted by open-enrollment charter holders determined to meet the criteria in paragraph (2) of this subsection will be held until the 15th business day of the subsequent month. On the 15th business day of each month, the commissioner will announce the results of the pro rata allocation of available capacity, if pro rata allocation is necessary, and process applications for initial approval for the guarantee, up to the available capacity as of the application deadline, subject to the requirements of this section.
- (A) If the available capacity is insufficient to guarantee the total value of the bonds for all applicant charter districts, the commissioner will allocate the available capacity on a pro rata basis to each applicant charter district. For each applicant, the commissioner will determine the percentage of the total amount of all applicants' proposed bonds that the

applicant's proposed bonds represent. The commissioner will then allocate to that applicant the same percentage of the available capacity, but in no event will an allocation be equal to an amount less than \$500,000.

- (B) The actual guarantee of the bonds is subject to the approval process prescribed in subsection (f) of this section.
  - (C) An applicant charter district is ineligible for consideration for the guarantee if its lowest credit rating from any nationally recognized investment rating firm as defined in subsection (b)(16) of this section is the same as or higher than that of the PSF.
  - (4) Late application. An application received after the application deadline will be considered a valid application for the subsequent month, unless withdrawn by the submitting open-enrollment charter holder before the end of the subsequent month.
  - (5) Notice of application status. Each open-enrollment charter holder that submits a valid application will be notified of the application status within 15 business days of the application deadline.
  - (6) Reapplication. If an open-enrollment charter holder does not receive designation as a charter district, does not receive approval for the guarantee, or for any reason does not receive approval of the bonds from the attorney general within the time period specified in subsection (f)(5) of this section, the charter holder may reapply in a subsequent month. An application that was denied approval for the guarantee or that was submitted by a charter holder that the commissioner determined did not meet the criteria for charter district designation will not be retained for consideration in subsequent months. A reapplication fee will be required unless the conditions described in subsection (e)(1)(D) of this section apply to the charter holder.
- (f) Approval for the guarantee; charter district responsibilities on receipt of approval.
- (1) Approval for the guarantee and charter renewal or amendment.
    - (A) If an open-enrollment charter holder applies for the guarantee within the 12 months before the charter holder's charter is due to expire, application approval will be contingent on successful renewal of the charter, and the bonds for which the open-enrollment charter holder is applying for the guarantee may not be issued before the successful renewal of the charter.
    - (B) If an open-enrollment charter holder proposes to use the proceeds of the bonds for which it is applying for the guarantee for an expansion that requires a charter amendment, application approval will be contingent on approval of the amendment, and the bonds may not be issued before approval of the amendment.
  - (2) Initial and final approval provisions.
    - (A) The commissioner may require an applicant charter district to obtain final approval for the guarantee as described in paragraph (4) of this subsection if:
      - (i) during the monthly estimation of PSF capacity described in §33.6 of this title, the commissioner determines that the available capacity of the PSF as described in §33.6 of this title is 10% or less; or
      - (ii) during the monthly estimation of the available capacity of the PSF to guarantee bonds for charter districts described in subsection (d) of this section, the commissioner determines that the available capacity of the PSF to guarantee bonds for charter districts is 10% or less.
    - (B) If the commissioner has not made such a determination:
      - (i) the commissioner will consider the initial approval described in paragraph (3) of this subsection as both the initial and final approval; and
      - (ii) an applicant charter district that has received notification of initial approval for the guarantee, as described in paragraph (3) of this subsection, may consider that

notification as notification of initial and final approval for the guarantee and may complete the sale of the applicable bonds.

(3) Initial approval.

- (A) The following provisions apply to all applications for the guarantee, regardless of whether an application is for a new money, refunding, or combination issue. Under TEC, §45.056, the commissioner will investigate the financial status of the applicant charter district and the accreditation status of all open-enrollment charter schools operated under the charter. For the charter district's application to be eligible for initial approval by the commissioner, each open-enrollment charter school operated under the charter must be accredited, and the charter district must be financially sound. The commissioner's review will include review of the following:
- (i) the purpose of the bond issue;
  - (ii) the accreditation status, as defined by §97.1055 of this title (relating to Accreditation Status), of all open-enrollment charter schools operated under the charter in accordance with the following, except that, if an open-enrollment charter school operated under the charter has not yet received an accreditation rating because it is in its first year of operation, that fact will not impact the charter district's eligibility for consideration for the guarantee:
    - (I) if the accreditation status of all open-enrollment charter schools operated under the charter is Accredited, the charter district will be eligible for consideration for the guarantee;
    - (II) if the accreditation status of any open-enrollment charter school operated under the charter is Accredited-Warned or Accredited-Probation, the commissioner will investigate the underlying reason for the accreditation rating to determine whether the accreditation rating is related to the open-enrollment charter school's financial soundness. If the accreditation rating is related to the open-enrollment charter school's financial soundness, the charter district will not be eligible for consideration for the guarantee; or
    - (III) if the accreditation status of any open-enrollment charter school operated under the charter is Not Accredited-Revoked, the charter district will not be eligible for consideration for the guarantee;
  - (iii) the charter district's financial status and stability, regardless of each open-enrollment charter school's accreditation rating, including approval of the bonds by the attorney general under the provisions of TEC, §53.40;
  - (iv) whether TEA has required the charter district to submit a financial plan under §109.1101 of this title (relating to Financial Solvency Review) in the last three years;
  - (v) the audit history of the charter district and of all open-enrollment charter schools operated under the charter;
  - (vi) the charter district's compliance with statutes and rules of TEA and with applicable state and federal program requirements and the compliance of all open-enrollment charter schools operated under the charter with these statutes, rules, and requirements;
  - (vii) any interventions and sanctions to which the charter district has been subject; to which any of the open-enrollment charter schools operated under the charter has been subject; and, if applicable, to which any of the open-enrollment charter school campuses operated under the charter has been subject;

- (viii) formal complaints received by TEA that have been made against the charter district, against any of the open-enrollment charter schools operated under the charter, or against any of the open-enrollment charter school campuses operated under the charter;
  - (ix) the state academic accountability rating of all open-enrollment charter schools operated under the charter and the campus ratings of all open-enrollment charter school campuses operated under the charter;
  - (x) any unresolved corrective actions that are less than one year old; and
  - (xi) whether the charter district is considered a high-risk grantee by the TEA office responsible for planning, grants, and evaluation.
- (B) The commissioner will limit approval for the guarantee to a charter district with a historical debt service coverage ratio, based on annual debt service, of at least 1.1 for the most recently completed fiscal year and a projected debt service coverage ratio, based on projected revenues and expenses and maximum annual debt service, of at least 1.2. If the bond issuance for which an application has been submitted is the charter district's first bond issuance, the commissioner will evaluate only projected debt service coverage. Projections of revenues and expenses are subject to approval by the commissioner.
- (C) The commissioner will grant or deny initial approval for the guarantee based on the review described in subparagraph (A) of this paragraph and the limitation described in subparagraph (B) of this paragraph and will provide an applicant charter district whose application has received initial approval for the guarantee written notice of initial approval.
- (4) Final approval. The provisions of this paragraph apply only as described in paragraph (2) of this subsection. A charter district must receive final approval before completing the sale of the bonds for which the charter district has received notification of initial approval.
- (A) A charter district that has received initial approval must provide a written notice to TEA two business days before issuing a preliminary official statement (POS) for the bonds that are eligible for the guarantee or two business days before soliciting investment offers, if the bonds will be privately placed without the use of a POS.
- (i) The charter district must receive written confirmation from TEA that the capacity continues to be available and must continue to meet the requirements of subsection (e)(2) of this section before proceeding with the public or private offer to sell bonds.
  - (ii) TEA will provide this notification within one business day of receiving the notice of the POS or notice of other solicitation offers to sell the bonds.
- (B) A charter district that received confirmation from TEA in accordance with subparagraph (A) of this paragraph must provide written notice to TEA of the placement of an item to approve the bond sale on the agenda of a meeting of the bond issuer's board of directors no later than two business days before the meeting. If the bond sale is completed pursuant to a delegation by the issuer to a pricing officer or committee, notice must be given to TEA no later than two business days before the execution of a bond purchase agreement by such pricing officer or committee.
- (i) The charter district must receive written confirmation from TEA that the capacity continues to be available for the bond sale before the approval of the sale by the bond issuer or by the pricing officer or committee.
  - (ii) TEA will provide this notification within one business day before the date that the bond issuer expects to complete the sale by official action of the bond issuer or of a pricing officer or committee.



- (C) TEA will process requests for final approval from charter districts that have received initial approval on a first come, first served basis. Requests for final approval must be received before the expiration of the initial approval.
  - (D) A charter district may provide written notification as required by this paragraph by facsimile transmission, by email, or in another manner prescribed by the commissioner.
- (5) Charter district responsibilities on receipt of approval.
- (A) Once a charter district is awarded initial approval for the guarantee, each issuance of the bonds must be approved by the attorney general within 180 days of the date of the letter granting the approval for the guarantee. The initial approval for the guarantee will expire at the end of the 180-day period. The commissioner may extend the 180-day period, based on extraordinary circumstances, on receiving a written request from the charter district or the attorney general before the expiration of the 180-day period.
  - (B) If applicable, the charter district must comply with the provisions for final approval described in paragraph (4) of this subsection to maintain approval for the guarantee.
  - (C) If the bonds are not approved by the attorney general within 180 days of the date of the letter granting the approval for the guarantee, the commissioner will consider the application withdrawn, and the charter district must reapply for a guarantee.
  - (D) A charter district may not represent bonds as guaranteed for the purpose of pricing or marketing the bonds before the date of the letter granting approval for the guarantee.
  - (E) The charter district must provide evidence of the final investment grade rating of the bonds to TEA after receiving initial approval but before the distribution of the preliminary official statement for the bonds or, if the bonds are offered in a private placement, before approval of the bond sale by the governing body of the charter district.
  - (F) A charter district must identify by legal description any educational facility purchased or improved with bond proceeds no later than 30 days after entering into a binding commitment to expend bond proceeds for that purpose. The charter district must identify at that time whether and to what extent debt service will be paid with any source of revenue other than state funds.
- (g) Allocation of specific holdings. If necessary to successfully operate the BGP, the commissioner may allocate specific holdings of the PSF to specific bond issues guaranteed under this section. This allocation will not prejudice the right of the SBOE to dispose of the holdings according to law and requirements applicable to the fund; however, the SBOE will ensure that holdings of the PSF are available for a substitute allocation sufficient to meet the purposes of the initial allocation. This allocation will not affect any rights of the bond holders under law.
  - (h) Defeasance. The guarantee will be completely removed when bonds guaranteed by the BGP are defeased, and such a provision must be specifically stated in the bond resolution. If bonds guaranteed by the BGP are defeased, the charter district must notify the commissioner in writing within ten calendar days of the action.
  - (i) Payments. For purposes of the provisions of TEC, Chapter 45, Subchapter C, matured principal and interest payments are limited to amounts due on guaranteed bonds at scheduled maturity, at scheduled interest payment dates, and at dates when bonds are subject to mandatory redemption, including extraordinary mandatory redemption, in accordance with their terms. All such payment dates, including mandatory redemption dates, must be specified in the bond order or other document pursuant to which the bonds initially are issued. Without limiting the provisions of this subsection, payments attributable to an optional redemption or a right granted to a bondholder to demand payment on a tender of such bonds according to the terms of the bonds do not constitute matured principal and interest payments.
  - (j) Guarantee restrictions. The guarantee provided for eligible bonds under the provisions of TEC, Chapter 45, Subchapter C, is restricted to matured bond principal and interest. The guarantee applies to all matured interest on eligible bonds, whether the bonds were issued with a fixed or variable interest rate and whether the interest rate changes as a result of an interest reset provision or other bond resolution provision requiring an interest rate change. The guarantee does not extend to any obligation of a charter district under

any agreement with a third party relating to bonds that is defined or described in state law as a "bond enhancement agreement" or a "credit agreement," unless the right to payment of such third party is directly as a result of such third party being a bondholder.

- (k) Notice of default. A charter district that has determined that it is or will be unable to pay maturing or matured principal or interest on a guaranteed bond must immediately, but not later than the fifth business day before the maturing or matured principal or interest becomes due, notify the commissioner.
- (l) Charter District Bond Guarantee Reserve Fund. The Charter District Bond Guarantee Reserve Fund is a special fund in the state treasury outside the general revenue fund and is managed by the SBOE in the same manner that the PSF is managed by the SBOE.
- (m) Payment from Charter District Bond Guarantee Reserve Fund and PSF.
  - (1) Immediately after the commissioner receives the notice described in subsection (k) of this section, the commissioner will notify the Texas PSF Corporation of the notice of default and instruct the comptroller to transfer from the Charter District Bond Guarantee Reserve Fund established under TEC, §45.0571, to the charter district's paying agent the amount necessary to pay the maturing or matured principal or interest.
  - (2) If money in the reserve fund is insufficient to pay the amount due on a bond under paragraph (1) of this subsection, the commissioner will instruct the comptroller to transfer from the appropriate account in the PSF to the charter district's paying agent the amount necessary to pay the balance of the unpaid maturing or matured principal or interest.
  - (3) Immediately after receipt of the funds for payment of the principal or interest, the paying agent must pay the amount due and forward the canceled bond or coupon to the comptroller. The comptroller will hold the canceled bond or coupon on behalf of the fund or funds from which payment was made.
  - (4) To ensure that the charter district reimburses the reserve fund and the PSF, if applicable, the commissioner will withhold from state funds otherwise payable to the charter district the amount that the charter district owes in reimbursement.
  - (5) Funds intercepted for reimbursement under paragraph (4) of this subsection will be used to fully reimburse the PSF before any funds reimburse the reserve fund. If the funds intercepted under paragraph (4) of this subsection are insufficient to fully reimburse the PSF with interest, subsequent payments into the reserve fund will first be applied to any outstanding obligation to the PSF.
  - (6) Following full reimbursement to the reserve fund and the PSF, if applicable, with interest, the comptroller will further cancel the bond or coupon and forward it to the charter district for which payment was made. Interest will be charged at the rate determined under the Texas Government Code (TGC), §2251.025(b). Interest will accrue as specified in the TGC, §2251.025(a) and (c). For purposes of this section, the "date the payment becomes overdue" that is referred to in the TGC, §2251.025(a), is the date that the comptroller makes the payment to the charter district's paying agent.
- (n) Bonds not accelerated on default. If a charter district fails to pay principal or interest on a guaranteed bond when it matures, other amounts not yet mature are not accelerated and do not become due by virtue of the charter district's default.
- (o) Reimbursement of Charter District Bond Guarantee Reserve Fund or PSF. If payment from the Charter District Bond Guarantee Reserve Fund or the PSF is made on behalf of a charter district, the charter district must reimburse the amount of the payment, plus interest, in accordance with the requirements of TEC, §45.061.
- (p) Repeated failure to pay. If a total of two or more payments are made under the BGP on the bonds of a charter district, the commissioner may take action in accordance with the provisions of TEC, §45.062.
- (q) Report on the use of funds and confirmation of use of funds by independent auditor. A charter district that issues bonds approved for the guarantee must report to TEA annually in a form prescribed by the

commissioner on the use of the bond funds until all bond proceeds have been spent. The charter district's independent auditor must confirm in the charter district's annual financial report that bond funds have been used in accordance with the purpose specified in the application for the guarantee.

- (r) Failure to comply with statute or this section. An open-enrollment charter holder's failure to comply with the requirements of TEC, Chapter 45, Subchapter C, or with the requirements of this section, including by making any material misrepresentations in the charter holder's application for charter district designation and the guarantee, constitutes a material violation of the open-enrollment charter holder's charter.

*Statutory Authority: The provisions of this §33.7 issued under the Texas Constitution, Article VII, §5(a) and (f); Texas Education Code, §43.001; and Senate Bill 1232, 87th Texas Legislature, Regular Session, 2021.*

*Source: The provisions of this §33.7 adopted to be effective March 1, 2023, 48 TexReg 1043.*

**§33.8. Compliance with Securities and Exchange Commission (SEC) Rule 15c2-12 Pertaining to Disclosure of Information Relating to the Bond Guarantee Program.**

- (a) Definitions. As used in this section, the following terms have the meanings ascribed to such terms below.
  - (1) Agency means the Texas Education Agency and any successors or assigns thereto with respect to the management and administration of the Program or the investment of the Permanent School Fund.
  - (2) Financial Obligation means, with respect to the Program, a:
    - (A) debt obligation;
    - (B) derivative instrument entered into in connection with, or pledged as security or a source of a payment for, an existing or planned debt obligation; or
    - (C) guarantee of a debt obligation or any such derivative instrument; provided that "financial obligation" shall not include municipal securities as to which a final official statement (as defined in the Rule) has been provided to the MSRB consistent with the Rule.
  - (3) Guaranteed Bonds means obligations for which application is made and granted for a guarantee under the Program.
  - (4) Issuing District means a school district or charter district which issues Guaranteed Bonds.
  - (5) MSRB means the Municipal Securities Rulemaking Board or any successor to its functions under the Rule.
  - (6) Official Statement means each offering document of an Issuing District used in the offering and/or sale of Guaranteed Bonds.
  - (7) Order means the resolution, order, ordinance or other instrument or instruments of an Issuing District pursuant to which Guaranteed Bonds are issued and the rights of the holders and beneficial owners thereof are established.
  - (8) Permanent School Fund means the perpetual school fund established by Article VII, Section 2 of the Texas Constitution.
  - (9) Program means the program of bond guarantee by the Permanent School Fund, which program has been established by Article VII, Sections 2 and 5 of the Texas Constitution, and is administered in accordance with Subchapter C, Chapter 45, Texas Education Code, as amended, and the rules and regulations of the Agency. The term Program shall also include the rules, regulations and policies of the Agency with respect to the administration of such program of guarantee of school district bonds, as well as the rules, regulations, policies of the Agency with respect to the administration, and the operational and financial results, of the Permanent School Fund.
  - (10) Program Regulation means this rule of the Agency which is promulgated for the purpose of establishing and undertaking with respect to the Program which satisfies the requirements of the Rule.

- (11) PSF Corporation means the Permanent School Fund Corporation created by the State Board of Education pursuant to, and having the powers set forth in, Subchapter B of Chapter 43, Texas Education Code, as amended.
  - (12) Rule means SEC Rule 15c2-12, as amended from time to time.
  - (13) SEC means the United States Securities and Exchange Commission.
- (b) Annual Reports.
- (1) The Agency shall provide annually to the MSRB, within six months after the end of each fiscal year, financial information and operating data with respect to Program of the general type which describes the Program and which is included in an Official Statement for Guaranteed Bonds, which is prepared by the PSF Corporation. Any financial statements to be provided need not be audited. Such information shall be transmitted electronically to the MSRB, in such format and accompanied by such identifying information as prescribed by the MSRB.
  - (2) If the Agency changes its fiscal year from the year ending August 31, it will file notice with the MSRB of the change (and of the date of the new fiscal year end) prior to the next date by which the Agency otherwise would be required to provide financial information and data pursuant to this section.
  - (3) The financial information and operating data to be provided pursuant to this section may be set forth in full in one or more documents or may be included by specific reference to any document (including an official statement or other offering document, if it is available from the MSRB) that theretofore has been provided to either the MSRB or filed with the SEC.
- (c) Event Notices.
- (1) The Agency shall notify the MSRB, in a timely manner (but not in excess of ten business days after the occurrence of the event), of any of the following events with respect to the Program:
    - (A) Principal and interest payment delinquencies;
    - (B) Non-payment related defaults if such event is material within the meaning of the federal securities laws;
    - (C) Unscheduled draws on debt service reserves reflecting financial difficulties;
    - (D) Unscheduled draws on credit enhancements reflecting financial difficulties;
    - (E) Substitution of credit or liquidity providers, or their failure to perform;
    - (F) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB), or other material notices or determinations with respect to the tax status of the Program, or other material events affecting the tax status of the Program;
    - (G) Modifications to rights of holders of the Bonds, if such event is material within the meaning of the federal securities laws;
    - (H) Bond calls, if such event is material within the meaning of the federal securities laws, and tender offers;
    - (I) Defeasances;
    - (J) Release, substitution, or sale of property securing repayment of Guaranteed Bonds, if such event is material within the meaning of the federal securities laws;
    - (K) Rating changes of the Program;
    - (L) Bankruptcy, insolvency, receivership, or similar event of the Program, which shall occur as described below;
    - (M) The consummation of a merger, consolidation, or acquisition involving the Program or the sale of all or substantially all of its assets, other than in the ordinary course of

business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if such event is material within the meaning of the federal securities laws;

- (N) Appointment of a successor or additional trustee with respect to the Program or the change of name of a trustee, if such event is material within the meaning of the federal securities laws;
  - (O) The incurrence of a financial obligation of the Program, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a financial obligation of the Program, any of which affect security holders, if material; and
  - (P) Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a financial obligation of the Program, any of which reflect financial difficulties.
- (2) For these purposes, any event described in the immediately preceding paragraph (L) is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent, or similar officer for the Program in a proceeding under the United States Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the Program, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement, or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the Program.
  - (3) The Agency shall notify the MSRB, in a timely manner, of any failure by the Agency to provide financial information or operating data in accordance with Section 1 of this Program Regulation by the time required by such Section.
  - (4) Nothing in this Program Regulation shall obligate the Agency to make any filings or disclosures with respect to Guaranteed Bonds, as the obligations of the Agency hereunder pertain solely to the Program.
- (d) Limitations, Disclaimers, and Amendments.
- (1) With respect to a series of Guaranteed Bonds, the Agency shall be obligated to observe and perform the covenants specified in this Program Regulation for so long as, but only for so long as, the Agency remains an "obligated person" with respect to the Guaranteed Bonds within the meaning of the Rule.
  - (2) The provisions of this Program Regulation are for the sole benefit of each Issuing District, as well as holders and beneficial owners of the Guaranteed Bonds; nothing in this Program Regulation, express or implied, shall give any benefit or any legal or equitable right, remedy, or claim hereunder to any other person. The Agency undertakes to provide only the financial information, operating data, financial statements, and notices which it has expressly agreed to provide pursuant to this Program Regulation and does not hereby undertake to provide any other information, even if such information may be relevant or material to a complete presentation of the Program's financial results, condition, or prospects. The Agency does not undertake to update any information provided in accordance with this Program Regulation or otherwise, except as expressly provided herein. The Agency does not make any representation or warranty concerning such information or its usefulness to a decision to invest in or sell Guaranteed Bonds at any time.
  - (3) Under no circumstances shall the Agency or the Program be liable to the holder or beneficial owner of any Guaranteed Bond, the Issuing District or any other person or entity, in contract or tort, for damages resulting in whole or in part from any breach by the Agency, whether negligent or without fault on its part, of any covenant specified in this Program Regulation, but every right and remedy of any such person, in contract or tort, for or on account of any such breach shall be limited to an action for mandamus or specific performance.

- (4) No default by the Agency in observing or performing its obligations under this Program Regulation shall comprise a breach of or default under the Order for purposes of any other provision of the Order. Nothing in this Program Regulation is intended or shall act to disclaim, waive, or otherwise limit the duties of the Agency under federal and state securities laws.
- (5) The provisions of this Program Regulation may be amended by the Agency from time to time to adapt to changed circumstances that arise from a change in legal requirements, a change in law, or a change in the identity, nature, status, or type of operations of the Agency, but only if:
  - (A) the provisions of this Program Regulation, as so amended, would have permitted an underwriter to purchase or sell Guaranteed Bonds in the primary offering of the Guaranteed Bonds in compliance with the Rule, taking into account any amendments or interpretations of the Rule since such offering as well as such changed circumstances; and
  - (B) either:
    - (i) the holders of a majority in aggregate principal amount of the outstanding Guaranteed Bonds consent to such amendment, or
    - (ii) a person that is unaffiliated with the Agency (such as nationally recognized bond counsel) determines that such amendment will not materially impair the interest of the holders and beneficial owners of the Guaranteed Bonds.
- (6) If the Agency so amends the provisions of this Program Regulation, it shall include with any amended financial information or operating data next provided in accordance with subsection (b) of this section (relating to Compliance with SEC Rule 15c2-12 Pertaining to Disclosure of Information Relating to the Bond Guarantee Program) an explanation, in narrative form, of the reason for the amendment and of the impact of any change in the type of financial information or operating data so provided. The Agency may also amend or repeal the provisions of this continuing disclosure agreement if the SEC amends or repeals the applicable provisions of the Rule or a court of final jurisdiction enters judgment that such provisions of the Rule are invalid, but only if and to the extent that the provisions of this sentence would not prevent an underwriter from lawfully purchasing or selling Guaranteed Bonds in the primary offering of the Guaranteed Bonds.

*Statutory Authority: The provisions of this §33.8 issued under the Texas Constitution, Article VII, §5(a) and (f); Texas Education Code, §43.001; and Senate Bill 1232, 87th Texas Legislature, Regular Session, 2021.*

*Source: The provisions of this §33.8 adopted to be effective March 1, 2023, 48 TexReg 1043.*

## **Subchapter B. Texas Permanent School Fund Corporation Rules**

### **§33.21. Texas Permanent School Fund Corporation.**

Terms of directors. Any State Board of Education (SBOE) member who is appointed to the Texas Permanent School Fund (PSF) Corporation board of directors pursuant to SBOE policy under Texas Education Code, §43.053(a)(1), shall cease to be a Texas PSF Corporation director upon the expiration of his or her term of service on or upon other separation from the SBOE Committee on School Finance/Permanent School Fund in accordance with the SBOE's rules and policies.

*Statutory Authority: The provisions of this §33.21 issued under Texas Constitution, Article VII, §5(a) and (f), and Texas Education Code, §43.001 and §43.053.*

*Source: The provisions of this §33.21 adopted to be effective March 22, 2022, 47 TexReg 1453.*

**Proposed Amendment to 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, §33.2, Distributions to the Available School Fund**  
**(First Reading and Filing Authorization)**

**November 17, 2023**

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION**  
**STATE BOARD OF EDUCATION: CONSENT**

**SUMMARY:** This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, §33.2, Distributions to the Available School Fund. The proposed amendment would reinsert information related to the Permanent School Fund (PSF) distribution policy that was mistakenly repealed when 19 TAC Chapter 33 was revised to implement Senate Bill (SB) 1232, 87th Texas Legislature, Regular Session, 2021.

**STATUTORY AUTHORITY:** Texas Constitution, [Article VII, §5\(a\)\(2\) and \(f\)](#).

Texas Constitution, Article VII, §5(a)(2), authorizes the State Board of Education (SBOE) to make distributions from the PSF to the Available School Fund (ASF) with certain limits.

Texas Constitution, Article VII, §5(f), authorizes the SBOE to manage and invest the PSF according to the prudent investor standard and make investments it deems appropriate.

**EFFECTIVE DATE:** The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2024-2025 school year. The earlier effective date will ensure the reinstated provisions become effective as soon as possible.

**PREVIOUS BOARD ACTION:** Section 33.2 was adopted effective April 21, 2010. Effective March 1, 2023, significant changes to Chapter 33 were made to implement SB 1232, 87th Texas Legislature, Regular Session, 2021. The review of Chapter 33, Subchapters A and B was presented to the Committee on School Finance/Permanent School Fund for discussion at the August-September 2023 SBOE meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** Senate Bill 1232, 87th Texas Legislature, Regular Session, 2021, established the Texas PSF Corporation and transferred responsibilities to manage and invest the fund to the Texas PSF Corporation. As a result, SBOE rules in Chapter 33 were significantly revised and reorganized effective March 1, 2023.

The proposed amendment would reinstate mistakenly repealed language in §33.2 that addresses the SBOE's responsibilities to determine a rate for PSF distributions to the ASF.

The proposed amendment was not presented as a discussion item. The SBOE, however, may wish to consider this item for first reading and filing authorization as authorized under its operating procedures. It is recommended that the SBOE consider this item for first reading and filing authorization to ensure the reinstated provisions become effective as soon as possible.

**FISCAL IMPACT:** Texas Education Agency (TEA) has determined that there are no additional costs to state or local government required to comply with the proposal.

**LOCAL EMPLOYMENT IMPACT:** The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

**SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT:** The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

**COST INCREASE TO REGULATED PERSONS:** The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

**TAKINGS IMPACT ASSESSMENT:** The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

**GOVERNMENT GROWTH IMPACT:** TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would expand an existing regulation by reestablishing mistakenly repealed provisions to align with SB 1232, 87th Texas Legislature, Regular Session, 2021. The provisions would address the SBOE's responsibilities to determine a rate for PSF distributions to the ASF.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not limit or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

**PUBLIC BENEFIT AND COST TO PERSONS:** The proposal would clarify provisions related to distributions to the ASF required by the Texas Constitution, Article VII, §5(a)(1), that were mistakenly repealed when Chapter 33 was revised to implement SB 1232, 87th Texas Legislature, Regular Session, 2021. There is no anticipated economic cost to persons who are required to comply with the proposal.

**DATA AND REPORTING IMPACT:** The proposal would have no data and reporting impact.

**PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS:** TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

**PUBLIC COMMENTS:** The public comment period on the proposal begins December 22, 2023, and ends at 5:00 p.m. on January 22, 2024. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in January-February 2024 in accordance with the SBOE board operating policies and procedures. A request for a public hearing on the proposal submitted under the Administrative Procedure Act must be received by the commissioner of education not more than 14 calendar days after notice of the proposal has been published in the Texas Register on December 22, 2023.



**MOTION TO BE CONSIDERED:** The State Board of Education:

Suspend the board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization; and

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, §33.2, Distributions to the Available School Fund.

**Staff Members Responsible:**

Mike Meyer, Deputy Commissioner, Finance

Amy Copeland, Director, State Funding

Jim Moore, Foundation School Program Manager, State Funding

**Attachment:**

Text of Proposed Amendment to 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, §33.2, Distributions to the Available School Fund

**ATTACHMENT**  
**Text of Proposed Amendment to 19 TAC**

**Chapter 33. Statement of Investment Objectives, Policies, and Guidelines of the Texas  
Permanent School Fund**

**Subchapter A. State Board of Education Rules**

**§33.2. Distributions to the Available School Fund.**

Each year, the State Board of Education (SBOE) shall determine whether a distribution to the Available School Fund (ASF) shall be made for the current state fiscal year. The SBOE shall determine whether such distribution is permitted under the Texas Constitution, Article VII, §5(a)(2). The annual determination for the current fiscal year shall include a projection of the expected total return of the Permanent School Fund (PSF) at the end of the current fiscal year and the realized returns during the nine preceding state fiscal years. Any one-year distribution to the ASF shall not exceed 6.0% of the average market value of the PSF, excluding real property managed, sold, or acquired under the Texas Constitution, Article VII, §4, as determined under the Texas Constitution, Article VII, §5(a)(1). When adopting the rate of distribution, the SBOE shall strive to balance the needs of current and future generations of Texas school children by attempting to maintain consistent levels of distributions per student and assets per student, after adjusting for inflation.

# **COMMITTEE ON SCHOOL INITIATIVES**

## Open-Enrollment Charter School Generation 29 Application Updates

November 16, 2023

### **COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION**

**SUMMARY:** This item provides an opportunity for the committee to receive updates regarding the Generation 29 Open-Enrollment Charter Application cycle.

**STATUTORY AUTHORITY:** Texas Education Code ([TEC](#)), [§12.101](#).

TEC, §12.101 requires the commissioner to notify the State Board of Education (SBOE) of each charter the commissioner proposes to grant. Unless, before the 90th day after the date on which the board receives the notice from the commissioner, a majority of the members of the board present and voting, vote against the grant of that charter, the commissioner's proposal to grant the charter takes effect.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**FUTURE ACTION EXPECTED:** Following the conclusion of the application cycle, the board will have an opportunity to review and take action or no action on the commissioner's list of proposed Generation 29 Subchapter D Open-Enrollment Charter Schools.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The SBOE is engaged in an ongoing effort to remain abreast of the evolving state educational landscape and prepare to address areas that are within its jurisdiction. To that end, this item is for discussion of updates pertaining to the Generation 29 application.

Public information concerning open-enrollment charter schools is available at the Division of Charter Schools – Subchapter D Charters page found on the Texas Education Agency's website (<https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-school-applicants>). The Generation 29 applications and required attachments are also linked from that page.

#### **Staff Members Responsible:**

Kelvey Oeser, Deputy Commissioner, Educator and System Support  
Marian Schutte, Executive Director, Authorizing

**Review of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs**

**November 17, 2023**

**COMMITTEE ON SCHOOL INITIATIVES: ACTION**  
**STATE BOARD OF EDUCATION: ACTION**

**SUMMARY:** This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would propose amendments to 19 Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation Programs. Chapter 229 establishes the performance standards and procedures for educator preparation program (EPP) accountability. The proposed amendments would provide for adjustments to the 2022–2023 *Accountability System for Educator Preparation (ASEP) Manual*, would clarify the system for accreditation assignments, would clarify provisions for continuing approval reviews, and would include technical updates.

**STATUTORY AUTHORITY:** The statutory authority for 19 TAC Chapter 229 is the Texas Education Code (TEC), §§21.041(a), (b)(1), and (d); 21.043(b) and (c); 21.0441(c) and (d); 21.0443; 21.045; 21.0451; and 21.0452.

TEC, §21.041(a), allows the SBEC to adopt rules as necessary for its own procedures.

TEC, §21.041(b)(1), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B.

TEC, §21.041(d), states that the SBEC may adopt a fee for the approval and renewal of approval of an EPP, for the addition of a certificate or field of certification, and to provide for the administrative cost of appropriately ensuring the accountability of EPPs.

TEC, §21.043(b) and (c), requires SBEC to provide EPPs with data, as determined in coordination with stakeholders, based on information reported through the Public Education Information Management System (PEIMS) that enables an EPP to assess the impact of the program and revise the program as needed to improve.

TEC, §21.0441(c) and (d), requires the SBEC to adopt rules setting certain admission requirements for EPPs.

TEC, §21.0443, states that the SBEC shall propose rules to establish standards to govern the approval or renewal of approval of EPPs and certification fields authorized to be offered by an EPP. To be eligible for approval or renewal of approval, an EPP must adequately prepare candidates for educator certification and meet the standards and requirements of the SBEC. The SBEC shall require that each EPP be reviewed for renewal of approval at least every five years. The SBEC shall adopt an evaluation process to be used in reviewing an EPP for renewal of approval.

TEC, §21.045, states that the board shall propose rules establishing standards to govern the approval and continuing accountability of all EPPs.

TEC, §21.0451, states that the SBEC shall propose rules for the sanction of EPPs that do not meet accountability standards and shall annually review the accreditation status of each EPP. The costs of technical assistance required under TEC, §21.0451(a)(2)(A), or the costs associated with the appointment of a monitor under TEC, §21.0451(a)(2)(C), shall be paid by the sponsor of the EPP.

TEC, §21.0452, states that to assist persons interested in obtaining teaching certification in selecting an EPP and assist school districts in making staffing decisions, the SBEC shall make certain specified information regarding EPPs in this state available to the public through the SBEC's Internet website.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**PREVIOUS BOARD ACTION:** None.

**BACKGROUND INFORMATION AND JUSTIFICATION:** EPPs are entrusted to prepare educators for success in the classroom. TEC, §21.0443, requires EPPs to adequately prepare candidates for certification. Similarly, TEC, §21.031, requires the SBEC to ensure candidates for certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state. TEC, §21.045, also requires SBEC to establish standards to govern the continuing accountability of all EPPs. The SBEC rules in 19 TAC Chapter 229 establish the process used for issuing annual accreditation ratings for all EPPs to comply with these provisions of the TEC and to ensure the highest level of educator preparation, which is codified in the SBEC Mission Statement.

Following is a description of the topics for the proposed amendments to 19 TAC Chapter 229. The relevant proposed rule text from 19 TAC Chapter 229 is presented in Attachment I. The proposed Figure: 19 TAC §229.1(c), which is the ASEP Manual, is presented in Attachment II. A detailed description is included below.

*§229.1. General Provisions and Purpose of Accountability System for Educator Preparation Programs.*

**Update of ASEP Manual:**

The proposed amendment to Figure: 19 TAC §229.1(c) would update the ASEP manual as follows:

Updates to the title would update the appropriate date to the 2022-2023 academic year.

Technical edits to the table of contents would update the title of Chapter 7 to match the corresponding change in the manual and capitalize the title of Chapter 5 to apply style standards for capitalization.

Updates to Chapter 1 would update the appropriate date to the 2022-2023 academic year.

Updates to Chapter 2 would update the small group aggregation to align with proposed 19 TAC §229.4(c)(4) that would provide that an EPP with a three-year cumulated group that is fewer than ten individuals, the group would be measured against the performance standard of the current year or an alternative performance standard of up to one candidate failing to meet the requirement, whichever is more favorable to the EPP. This would allow an EPP to miss the standard by one candidate without failing the performance standard for accountability purposes. The update would also include a diagram to provide a demonstration of the small group aggregation to provide transparency to the field.

Updates to Chapter 3 would update the appropriate dates to the 2022-2023 academic year. Additionally, an unnecessary year designation would be removed to simplify the annual update process.

Updates to Chapter 4 would provide a technical edit to correct the cross-reference to 19 TAC §229.2(19), regarding the definition of first-year teacher. Updates would also clarify that only teachers on standard, intern, and probationary certificates are included in the population of individuals that principals will complete surveys regarding preparation. This provides additional transparency to the field.

Updates to Chapter 5 would provide a technical edit to correct the worked example.

Updates to Chapter 6 would replace the term “license” with the term “certificate” to clarify that individuals apply for a teaching certificate, not license. This would provide consistency of language. Updates would also clarify that surveys related to Indicator 4b are only associated with individuals in the academic year in which they have been issued a certificate. This would provide clarity to the field that although candidates submit a survey when they apply for their certificate, the survey is not used for accountability purposes until the academic year in which they are issued that certificate.

Updates to Chapter 7 would add “Evaluation of Educator Preparation Programs by Teachers” to “New Teacher Satisfaction” in the title and the summary paragraph. This update was recommended by stakeholders to communicate the importance of the instrument for the purpose of increasing response rates. It also aligns with how the instrument is described to teachers. Updates would also clarify that beginning in the 2023-2024 academic year, the population included in new teachers submitting a survey will align with the same population as the principal survey. This was recommended by stakeholders and would ensure consistency in which individuals are included in surveys related to EPP accountability.

Updates to Chapter 8 would provide a technical edit to replace the term “petition” with the term “application” to align with the term regarding EPP commendation, Innovative Educator Preparation.

Updates to Chapter 9 would shift language about the applicability of the Index system from an option for status determination to the way that the status determination is made. This aligns with the contents of updated 19 TAC §229.4(b).

### §229.3. Required Submissions of Information, Surveys, and Other Data.

The proposed amendment to §229.3(f) would strike §229.3(f)(3) as it was never utilized to measure Indicator 3 in ASEP. This would provide clarity as to which data submissions are used for accountability. The subsequent provisions would be renumbered accordingly.

### §229.4. Determination of Accreditation Status.

The proposed amendment to §229.4(a)(4)(A) would prescribe that EPPs that do not meet the performance standard for the frequency, duration, and documentation of field supervision due to only one candidate failing to receive the minimum number of observations will still meet that standard for accountability purposes. This would prevent a program from failing this standard due to not having documentation for field supervision for only one candidate. This is responsive to stakeholder input about flexibility in the standards for small programs.

The proposed amendment to §229.4(b) would clarify that ASEP accreditation statuses are assigned to EPPs based on the Index system prescribed in the manual. The proposed amendment would also remove outdated language which allowed EPPs to receive the better of the two systems for the 2021-2022 academic year. This would provide clarity to the field as to the assignment of ASEP statuses and remove outdated language.

The proposed amendment to §229.4(b)(1) would remove language regarding the ASEP system used for accountability that began in the 2021-2022 academic year as one of the two systems as options, as all programs will now be assigned statuses based on the Index system. The subsequent provisions would be renumbered or relettered accordingly.

The proposed amendment to §229.4(b)(2) would remove outdated language regarding the ASEP system that was in place through the 2021-2022 academic year. This would provide transparency to the field as to how EPPs are assigned ASEP accreditation statuses. The subsequent provisions would be renumbered accordingly.

The proposed amendment to §229.4(b)(4) would remove outdated language regarding the ASEP status of Not Rated: Declared State of Disaster. This would provide clarity to the field by removing language that is no longer operable.

The proposed amendment to §229.4(c)(4) would prescribe that when there is a small group with fewer than 10 individuals in a cumulative three-year period for that group, the candidate group will either be measured against the performance standard of the current year, or a performance standard where up to one candidate can fail to meet the requirement, whichever one is more favorable to the EPP. This would allow for standards that are not 100% to not function as though they are 100% for small groups.

The proposed amendment to §229.4(c)(5) would clarify that if an EPP is assigned Accredited-Probation due to carry over status, the status will not be counted against the program as a consecutively measured year for purposes of revocation. This would ensure that a program is not revoked due to a carryover status.

#### §229.6. Continuing Approval.

The proposed amendment to §229.6(b) would prescribe that an EPP has up to four months to comply with SBEC rules and or TEC, Chapter 21, following a continuing approval review, or the TEA staff will recommend the EPP be sanctioned. This would ensure transparency and consistency in the field regarding how long an EPP has to get into compliance after a continuing approval review.

#### §229.7. Informal Review of Texas Education Agency Recommendations.

A technical edit is proposed in §229.7(a) and (b) to update a cross reference to §229.5.

#### SBOE Review of Proposed SBEC Rules

Under TEC, §21.042, the SBEC must submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject the proposed rule by a vote of at least two-thirds of the members of the SBOE present and voting but may not modify a rule.

**FISCAL IMPACT:** No changes have been made to this section since published as proposed. The TEA staff has determined that there is no additional fiscal impact on state and local governments and there are no additional costs to persons or entities required to comply with the proposal.

**LOCAL EMPLOYMENT IMPACT:** No changes have been made to this section since published as proposed. The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code (TGC), §2001.022.



**SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT:** No changes have been made to this section since published as proposed. The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in TGC, §2006.002, is required.

**COST INCREASE TO REGULATED PERSONS:** No changes have been made to this section since published as proposed. The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to TGC, §2001.0045.

**TAKINGS IMPACT ASSESSMENT:** No changes have been made to this section since published as proposed. The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under TGC, §2007.043.

**GOVERNMENT GROWTH IMPACT:** No changes have been made to this section since published as proposed. The TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

**PUBLIC BENEFIT AND COST TO PERSONS:** No changes have been made to this section since published as proposed. The public benefit anticipated as a result of the proposal would be an accountability system that informs the public of the quality of educator preparation provided by each SBEC-approved EPP. There is no anticipated cost to persons who are required to comply with the proposal.

**DATA AND REPORTING IMPACT:** No changes have been made to this section since published as proposed. The proposed amendment would have no additional data and reporting impact and would strike the data requirement in §229.3(f)(3) as it was never utilized to measure Indicator 3 in ASEP.

**PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS:** No changes have been made to this section since published as proposed. The TEA staff has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

**PUBLIC COMMENTS:** In accordance with the SBEC rulemaking process, a summary of comments received by the SBEC on its proposed rules is shared with the SBOE under separate cover prior to this SBOE meeting.

**MOTION TO BE CONSIDERED:** The State Board of Education:

Take no action on the proposed amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs

**Staff Members Responsible:**

Emily Garcia, Associate Commissioner, Educator Preparation, Certification, and Enforcement  
Mark Olofson, Director, Educator Data, Research, and Strategy

**Attachment I:**

Text of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs

**Attachment II:**

Text of Proposed Figure: 19 TAC §229.1(c)

**ATTACHMENT I**  
**Text of Proposed Amendments to 19 TAC**

**Chapter 229. Accountability System for Educator Preparation Programs**

**§229.1. General Provisions and Purpose of Accountability System for Educator Preparation Programs.**

- (a) The State Board for Educator Certification (SBEC) is responsible for establishing standards to govern the continuing accountability of all educator preparation programs (EPPs). The rules adopted by the SBEC in this chapter govern the accreditation of each EPP that prepares individuals for educator certification. No candidate shall be recommended for any Texas educator certification class or category except by an EPP that has been approved by the SBEC pursuant to Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) and is accredited as required by this chapter.
- (b) The purpose of the accountability system for educator preparation is to assure that each EPP is held accountable for the readiness for certification of candidates completing the programs.
- (c) The relevant criteria, formulas, calculations, and performance standards relevant to subsection (d) of this section and §229.4 of this title (relating to Determination of Accreditation Status) are prescribed in the *Texas Accountability System for Educator Preparation (ASEP) Manual* provided as a figure in this subsection.

Figure: 19 TAC §229.1(c) [~~Figure: 19 TAC §229.1(e)~~]

- (d) An accredited EPP that is not under an active SBEC order or otherwise sanctioned by the SBEC may receive commendations for success in the following four dimensions identified by the SBEC and prescribed in the figure in subsection (c) of this section:
  - (1) Rigorous and Robust Preparation;
  - (2) Preparing the Educators Texas Needs;
  - (3) Preparing Educators for Long-Term Success; and
  - (4) Innovative Educator Preparation.

**§229.3. Required Submissions of Information, Surveys, and Other Data.**

- (a) Educator preparation programs (EPPs), EPP candidates, first-year teachers, new teachers, beginning teachers, field supervisors, administrators, mentors, site supervisors, and cooperating teachers shall provide to the Texas Education Agency (TEA) staff all data and information required by this chapter, as set forth in subsections (e) and (f) of this section.
- (b) Any individual holding a Texas-issued educator certificate who fails to provide information required by this chapter and the Texas Education Code (TEC), §21.045 and §21.0452, as set forth in subsection (e) of this section, may be subject to sanction of his or her certificate, including the placement of restrictions, inscribed or non-inscribed reprimand, suspension, or revocation.
- (c) Any Texas public school that fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be referred to the commissioner of education with a recommendation that sanctions upon its accreditation status be imposed for failure to comply with this section and the TEC, §21.0452.
- (d) Any open-enrollment charter school that fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be referred to the commissioner of education with a recommendation that sanctions be imposed for failure to comply with this section and the TEC, §21.0452.
- (e) All required EPP data for an academic year shall be submitted to the TEA staff annually by September 15 following the end of that academic year. All surveys and information required to be submitted pursuant to this chapter by principals shall be submitted by June 15 of any academic year in which an administrator has had experience with a first-year teacher who was a participant in an EPP. All surveys and information

required to be submitted pursuant to this chapter by new teachers shall be submitted by June 15 of the first full academic year after the teacher completed the requirements of an EPP. All surveys and information required to be submitted pursuant to this chapter by EPP candidates shall be submitted by August 31 of the academic year in which the candidate completed the requirements of an EPP.

- (f) The following apply to data submissions required by this chapter.
- (1) EPPs shall provide data for all candidates as specified in the figure provided in this paragraph.  
Figure: 19 TAC §229.3(f)(1)
  - (2) Candidates in an EPP shall complete a survey, in a form approved by the State Board for Educator Certification (SBEC), evaluating the preparation he or she received in the EPP. Completion and submission to the TEA of the survey is a requirement for completion of an EPP.
  - ~~(3) Administrators in Texas public schools and open-enrollment charter schools shall complete individual teacher performance surveys, in a form to be approved by the SBEC, for each beginning teacher.~~
  - (3) ~~(4)~~ Administrators in Texas public schools and open-enrollment charter schools shall complete surveys, in a form to be approved by the SBEC, evaluating the effectiveness of preparation for classroom success based on experience with first-year teachers who were participants in an EPP.
  - (4) ~~(5)~~ New teachers in a Texas public school, including an open-enrollment charter school, shall complete surveys, in a form to be approved by the SBEC, evaluating the effectiveness of preparation for classroom success.

#### §229.4. Determination of Accreditation Status.

- (a) Accountability performance indicators. The State Board for Educator Certification (SBEC) shall determine the accreditation status of an educator preparation program (EPP) at least annually, based on the following accountability performance indicators, disaggregated by demographic group and other requirements of this chapter and determined with the formulas and calculations included in the figure provided in §229.1(c) of this title (relating to General Provisions and Purpose of Accountability System for Educator Preparation Programs). Data will be used only if the following indicators were included in the accountability system for that academic year. Except for the 2019-2020 and 2020-2021 academic years, when the data described in paragraphs (1)-(5) of this subsection will be reported to EPPs and will not be used to determine accreditation statuses, EPP accreditation statuses shall be based on:
- (1) the EPP candidates' performance on pedagogy tests and content pedagogy tests. The EPP candidates' performance on pedagogy tests and content pedagogy tests shall provide separate accountability performance indicators for EPPs;
    - (A) For both pedagogy tests and content pedagogy tests, the performance standard shall be the percent of individuals admitted after December 26, 2016, who passed an examination within the first two attempts, including those examinations attempted after the individual has completed the EPP or when the EPP has not recommended the individual for a standard certificate. The pass rate is based solely on the examinations approved by the EPP. Examinations taken before admission to the EPP or specific examinations taken for pilot purposes are not included in the pass rate.
    - (B) For the 2021-2022 and 2022-2023 academic years, the Performance Assessment for School Leaders (PASL) shall be treated as a content pedagogy test.
    - (C) For pedagogy tests, the performance standard shall be a pass rate of 85%.
    - (D) For content pedagogy tests, the performance standard shall be a pass rate of 75%.
  - (2) the results of appraisals of first-year teachers by administrators, based on a survey in a form to be approved by the SBEC. The performance standard shall be 70% of first-year teachers from the EPP who are appraised as "sufficiently prepared" or "well prepared";

- (3) the growth of students taught by beginning teachers as indicated by the STAAR Progress Measure, determined at the student level as described in Figure: 19 TAC §97.1001(b) of Part II of this title (relating to Accountability Rating System), and aggregated at the teacher level as described in Figure: 19 TAC §229.1(c) of this title. The performance standard shall be 70% of beginning teachers from the EPP reaching the individual performance threshold. The first two academic years for which the Texas Education Agency (TEA) has data necessary to calculate this performance standard following the 2019-2020 academic year will be reporting years only and will not be used to determine accreditation status;
- (4) the results of data collections establishing EPP compliance with SBEC requirements specified in §228.35(g) of this title (relating to Preparation Program Coursework and/or Training), regarding the frequency, duration, and quality of field supervision to candidates completing clinical teaching or an internship. The frequency and duration of field supervision shall provide one accountability performance indicator, and the quality of field supervision shall provide a separate accountability performance indicator;
- (A) The performance standard as to the frequency, duration, and required documentation of field supervision shall be that the EPP meets the requirements of documentation of §228.35(g) of this title for 95% of the EPP's candidates. EPPs who do not meet the standard of 95% for the aggregated group or for any disaggregated demographic group but have only one candidate not meet the requirement in the aggregated or any disaggregated group has met the standard for that group.
- (B) The performance standard for quality shall be 90% of candidates rating the field supervision as "frequently" or "always or almost always" providing the components of structural guidance and ongoing support; and
- (5) the results from a teacher satisfaction survey, in a form approved by the SBEC, of new teachers administered at the end of the first year of teaching under a standard certificate. The performance standard shall be 70% of teachers responding that they were "sufficiently prepared" or "well prepared" by their EPP.
- (b) Accreditation status assignment. All approved EPPs may be assigned an accreditation status based on their performance in the Accountability System for Educator Preparation Programs (ASEP) Index system, as described in Figure: 19 TAC §229.1(c) of this title. [For the 2021-2022 academic year, the assigned accreditation status shall be the better result for the EPP from the system described in paragraph (1) of this subsection and paragraph (2) of this subsection.]
- ~~(1) Beginning in the 2021-2022 academic year, all approved EPPs may be assigned an accreditation status based on their performance in the Accountability System for Educator Preparation Programs (ASEP) Index system, as described in Figure: 19 TAC §229.1(c) of this title.~~
- (1) ~~(A)~~ Accredited status. An EPP shall be assigned an Accredited status if the EPP has met the standard of 85% of the possible points in the ASEP Index system as described in Figure: 19 TAC §229.1(c) of this title and has been approved by the SBEC to prepare, train, and recommend candidates for certification.
- (2) ~~(B)~~ Accredited-Not Rated status. An EPP shall be assigned Accredited-Not Rated status upon initial approval to offer educator preparation, until the EPP can be assigned a status based on the ASEP Index system as described in Figure: 19 TAC §229.1(c) of this title. An EPP is fully accredited and may recommend candidates for certification while it is in Accredited-Not Rated status.
- (3) ~~(C)~~ Accredited-Warned status.
- (A) ~~(4)~~ An EPP shall be assigned Accredited-Warned status if the EPP accumulates 80% or greater but less than 85% of the possible points in the ASEP Index system as described in Figure: 19 TAC §229.1(c) of this title.

(B) ~~(ii)~~ An EPP may be assigned Accredited-Warned status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or Texas Education Code (TEC), Chapter 21.

(4) ~~(D)~~ Accredited-Probation status.

(A) ~~(i)~~ An EPP shall be assigned Accredited-Probation status if the EPP accumulates less than 80% of the possible points in the ASEP Index system as described in Figure: 19 TAC §229.1(c) of this title.

(B) ~~(ii)~~ An EPP may be assigned Accredited-Probation status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC, Chapter 21.

~~(2) Through the 2021-2022 academic year, all approved EPPs may be assigned an accreditation status as follows:~~

~~(A) Accredited status. An EPP shall be assigned an Accredited status if the EPP has met the accountability performance standards described in subsection (a) of this section and has been approved by the SBEC to prepare, train, and recommend candidates for certification.~~

~~(B) Accredited Not Rated status. An EPP shall be assigned Accredited Not Rated status upon initial approval to offer educator preparation, until the EPP can be assigned a status based on the performance standards described in subsection (a) of this section. An EPP is fully accredited and may recommend candidates for certification while it is in Accredited Not Rated status.~~

~~(C) Accredited Warned Status.~~

~~(i) An EPP shall be assigned Accredited Warned status if the EPP:~~

~~(I) fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on any of the indicators set forth in subsection (a) of this section in any one year;~~

~~(II) fails to meet the performance standards in two demographic groups on an indicator set forth in subsection (a) of this section in any one year; or~~

~~(III) fails to meet the performance standards for a demographic group on any of the indicators set forth in subsection (a) of this section for two consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard.~~

~~(ii) An EPP may be assigned Accredited Warned status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC, Chapter 21.~~

~~(D) Accredited Probation status.~~

~~(i) An EPP shall be assigned Accredited Probation status if the EPP:~~

~~(I) fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on any of the indicators set forth in subsection (a) of this section for two consecutively measured years;~~

~~(II) fails to meet the performance standards in three demographic groups on an indicator set forth in subsection (a) of this section in any one year; or~~

~~(III) fails to meet the performance standards for a demographic group on any of the indicators set forth in subsection (a) of this section for three consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard.~~

~~(ii) An EPP may be assigned Accredited Probation status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC, Chapter 21.]~~

~~(5) [(3)]~~ Not Accredited-Revoked status.

- (A) An EPP shall be assigned Not Accredited-Revoked status and its approval to recommend candidates for educator certification revoked if it is assigned Accredited-Probation status for three consecutively measured years.
- (B) An EPP may be assigned Not Accredited-Revoked status if the EPP has been on Accredited-Probation status for one year, and the SBEC determines that revoking the EPP's approval is reasonably necessary to achieve the purposes of the TEC, §21.045 and §21.0451.
- (C) An EPP may be assigned Not Accredited-Revoked status if the EPP fails to pay the required ASEP technology fee by the deadline set by TEA as prescribed in §229.9(7) of this title (relating to Fees for Educator Preparation Program Approval and Accountability).
- (D) An EPP may be assigned Not Accredited-Revoked status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC, Chapter 21.
- (E) An assignment of Not Accredited-Revoked status and revocation of EPP approval to recommend candidates for educator certification is subject to the requirements of notice, record review, and appeal as described in this chapter.
- (F) A revocation of an EPP approval shall be effective for a period of two years, after which a program may reapply for approval as a new EPP pursuant to Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).
- (G) Upon revocation of EPP approval, the EPP may not admit new candidates for educator certification but may complete the training of candidates already admitted by the EPP and recommend them for certification. If necessary, TEA staff and other EPPs shall cooperate to assist the previously admitted candidates of the revoked EPP to complete their training.

~~[(4) — Not Rated: Declared State of Disaster status.]~~

- ~~(A) — Due to the governor's declaration of disaster on March 13, 2020, in accordance with Texas Government Code, §418.014, all EPPs shall be assigned a status of Not Rated: Declared State of Disaster for the 2019-2020 and 2020-2021 academic years.~~
- ~~(B) — The assignment of Not Rated: Declared State of Disaster shall not interrupt consecutively measured years or next most recent prior years as prescribed in this chapter. The assignment of Not Rated: Declared State of Disaster shall not be included in any count of years prescribed in this chapter.~~
- ~~(C) — For the purposes of §228.10 of this title (relating to Approval Process), §228.17(c) of this title (relating to Change of Ownership and Name Change), and §228.20 of this title (relating to Governance of Educator Preparation Programs), the status the SBEC assigned an EPP for the 2018-2019 academic year shall be the operative accreditation status.~~
- ~~(D) — For EPPs with an assigned status other than Accredited for the 2018-2019 academic year that meet the requirements for a status of Accredited as described in subsection (b)(1)(A) or (b)(2)(A) of this section based on their 2020-2021 data:
  - ~~(i) — the 2020-2021 academic year shall represent a break in consecutively measured years or next most recent prior years as prescribed in subsection (b)(1)-(3) of this section; and~~
  - ~~(ii) — the EPP shall be eligible for commendations as described in §229.1(d) of this title for the 2020-2021 academic year.]~~~~

(c) Small group exception.

- (1) For purposes of accreditation status determination, the performance of an EPP candidate group, aggregated or disaggregated by demographic group, shall be measured against performance standards described in this chapter in any one year in which the number of individuals in the group

exceeds 10. The small group exception does not apply to compliance with the frequency and duration of field supervisor observations.

- (2) For an EPP candidate group, aggregated or disaggregated by demographic group, where the group contains 10 or fewer individuals, the group's performance shall not be counted for purposes of accreditation status determination for that academic year based on only that year's group performance.
- (3) If the current year's EPP candidate group, aggregated or disaggregated by demographic group, contained between one and 10 individuals, that group performance shall be combined with the group performance from the next most recent prior year subsequent to the 2020-2021 academic year for which there was at least one individual, and if the two-year cumulated group contains more than 10 individuals, then the two-year cumulated group performance must be measured against the standards in the current year. The two-year cumulated group shall not include group performance from years prior to the 2021-2022 academic year.
- (4) If the two-year cumulated EPP candidate group described in subsection (c)(3) of this section, aggregated or disaggregated by demographic group, contains between one and 10 individuals, then the two-year cumulated group performance shall be combined with the next most recent group performance subsequent to the 2020-2021 academic year for which there was at least one individual. The three-year cumulated group performance must be measured against the standards in the current year, regardless of how small the cumulated number of group members may be. When evaluating a three-year cumulated group of fewer than 10 individuals, the candidate group will be measured against the performance standard of the current year, or a performance standard of up to one candidate failing to meet the requirement, whichever is more favorable. The three-year cumulated group performance shall not include group performance from years prior to the 2021-2022 academic year.
- (5) In any reporting year in which the EPP candidate group, aggregated or disaggregated by demographic group, does not meet the necessary number of individuals needed to measure against performance standards for that year, for all indicators, the accreditation status will continue from the prior year. Any sanction assigned as a result of an accredited-warned or accredited-probation status in a prior year will continue if that candidate group has not met performance standards since being assigned accredited-warned or accredited-probation status. If an EPP has a status of Accredited-Probation carried over as a result of this subsection, the year in which the EPP has the carried over status will not count as a consecutively measured year for the purpose of subsection (b)(5)(A) of this section. The SBEC may modify the sanction as the SBEC deems necessary based on subsequent performance, even though that performance is not measured against performance standards for a rating.

#### **§229.6. Continuing Approval.**

- (a) The continuing approval of an educator preparation program (EPP) to recommend candidates for educator certification, which shall be reviewed pursuant to §228.10(b) of this title (relating to Approval Process), will be based upon the EPP's accreditation status and compliance with the State Board for Educator Certification (SBEC) rules regarding program-approval components specified in §228.10(a) of this title (relating to Approval Process).
- (b) After a continuing approval review pursuant to §228.10(b) of this title, if the Texas Education Agency (TEA) staff finds that an EPP is in compliance with SBEC rules and/or Texas Education Code (TEC), Chapter 21, the TEA staff shall issue a proposed recommendation for SBEC to approve the renewal of an EPP. After a continuing approval review pursuant to §228.10(b) of this title or a complaint investigation pursuant to §228.70 of this title (relating to Complaints and Investigations Procedures), if the TEA staff finds that an EPP has failed to comply with SBEC rules and/or the TEC, Chapter 21, and the EPP does not obtain compliance within four months, [the timelines established by TEA staff,] the TEA staff shall recommend that the SBEC sanction the EPP. The TEA staff may recommend that the SBEC action include, but is not limited to, public reprimand, revocation of program approval, or the imposition of conditions upon continuing program approval.



- (c) TEA staff shall provide notice of the proposed recommendation for SBEC action relating to the EPP's continuing approval to recommend candidates for educator certification in the manner provided by §229.7 of this title (relating to Informal Review of Texas Education Agency Recommendations), and an EPP shall be entitled to an informal review of the proposed recommendation, under the conditions and procedures set out in §229.7 of this title, prior to the submission of the recommendation for action to either the SBEC or the State Office of Administrative Hearings (SOAH). If the EPP fails to request an informal review in a timely manner, the proposed recommendation will become a final recommendation.
- (d) Following the informal review, a final recommendation will be issued by the TEA staff. The final recommendation may include changes or additions to the proposed recommendation and such modifications are not subject to another informal review procedure.
- (e) If the final recommendation proposes revocation of approval of an EPP to recommend candidates for educator certification, within 14 calendar days of receipt of the final recommendation, the EPP may agree in writing to accept the final revocation without further proceedings or may request that TEA staff schedule the matter for a hearing before an administrative law judge at the SOAH, as provided by §229.8 of this title (relating to Contested Cases for Accreditation Revocation).
- (f) If the final recommendation does not propose revocation of approval of an EPP to recommend candidates for educator certification, the final recommendation will be submitted to SBEC for consideration and entry of a final order.

**§229.7. Informal Review of Texas Education Agency Recommendations.**

- (a) Applicability. This section applies only to a notice required under §229.5(d) [~~§229.5(f)~~] of this title (relating to Accreditation Sanctions and Procedures) or under §229.6(c) of this title (relating to Continuing Approval) proposing to:
  - (1) require an educator preparation program (EPP) or a particular class or category of certification offered by an EPP to obtain technical assistance as provided by the Texas Education Code (TEC), §21.0451(a)(2)(A);
  - (2) require an EPP or a particular class or category of certification offered by an EPP to obtain professional services as provided by the TEC, §21.0451(a)(2)(B);
  - (3) appoint a monitor for an EPP or a particular class or category of certification offered by an EPP as provided by the TEC, §21.0451(a)(2)(C);
  - (4) assign a change in accreditation status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked, as specified in §229.4 of this title (relating to Determination of Accreditation Status);
  - (5) issue a public reprimand or impose conditions on the continuing approval of an EPP to recommend candidates for certification pursuant to §229.6(b) of this title;
  - (6) revoke the approval of an EPP to recommend candidates for certification in a particular class or category of certification; or
  - (7) revoke the approval of an EPP to recommend candidates for certification.
- (b) Notice. Notice of a proposed recommendation for an order or change in accreditation status, subject to this section, shall be made as provided by §229.5(d) [~~§229.5(f)~~] and §229.6(c) of this title, and this section.
  - (1) The notice shall attach or make reference to all information on which the proposed recommendation is based.
    - (A) Information maintained on the Texas Education Agency (TEA) and State Board for Educator Certification (SBEC) websites may be referenced by providing a general citation to the information.
    - (B) The TEA and SBEC reports previously sent to the EPP may be referenced by providing the title and date of the report.

- (C) On request, the TEA shall provide copies of, or reasonable access to, information referenced in the notice.
  - (2) The notice shall state the procedures for requesting an informal review of the proposed recommendation or change in accreditation status under this section, including the name and department of the TEA staff to whom a request for an informal review may be addressed.
  - (3) The notice shall set a deadline for requesting an informal review, which shall not be less than 14 calendar days from the date of receipt of the notice. The notice may be delivered by mail, personal delivery, facsimile, or email.
- (c) Request. The chief operating officer or designee of the EPP may request, in writing, an informal review under this section.
- (1) The request must be properly addressed to the member of the TEA staff identified in the notice under subsection (b)(2) of this section and must be received by TEA staff on or before the deadline specified in subsection (b)(3) of this section.
  - (2) The request must set out the reasons the EPP believes the proposed recommendation or change in accreditation status is incorrect, with citations to include supporting evidence. The EPP may submit any written information to TEA as evidence to support its request, without regard to admissibility under the Texas Rules of Evidence. The request for review shall concisely state, in numbered paragraphs:
    - (A) if alleging the proposed recommendation would violate a statutory provision, the statutory provision violated and the specific facts supporting a conclusion that the statute was violated by the proposed recommendation;
    - (B) if alleging the proposed recommendation would be in excess of the SBEC's statutory authority, the SBEC's statutory authority and the specific facts supporting a conclusion that the proposed recommendation would be in excess of this authority;
    - (C) if alleging the proposed recommendation was made through unlawful procedure, the lawful procedure and the specific facts supporting a conclusion that the proposed recommendation was made through unlawful procedure;
    - (D) if alleging the proposed recommendation is affected by other error of law, the law violated and the specific facts supporting a conclusion that the proposed recommendation violated that law;
    - (E) if alleging the proposed recommendation is not reasonably supported by a preponderance of the evidence, each finding, inference, or conclusion of the proposed recommendation that is unsupported by a preponderance of the evidence, and the evidence that creates a preponderance against the specific finding, inference, or conclusion at issue;
    - (F) if alleging the proposed recommendation is arbitrary or capricious or characterized by abuse of discretion or clearly unwarranted exercise of discretion, each finding, inference, conclusion, or proposed recommendation affected and the specific facts supporting a conclusion that each is so affected;
    - (G) for each violation, error, or defect alleged under subparagraphs (A)-(F) of this paragraph, the substantial rights of the EPP that are prejudiced by such violation, error, or defect;
    - (H) a concise statement of the relief sought by the EPP (petitioner); and
    - (I) the name, mailing address, telephone number, facsimile number, and email address of the petitioner's representative.
  - (3) Failure to comply with the requirements of this subsection may result in dismissal of the request for informal review.
- (d) No review requested. If the TEA staff does not receive the EPP's request for an informal review by the deadline set in accordance with subsection (b)(3) of this section, the proposed recommendation will become a final recommendation and will proceed in accordance with subsection (f) of this section.

- (e) Informal review. In response to a request under subsection (c) of this section, TEA staff will review the materials and documents provided by the EPP and issue a final recommendation. The final recommendation may include changes or additions to the proposed recommendation and such modifications are not subject to another informal review.
- (f) Final recommendation.
  - (1) If the final recommendation proposes revocation of approval of an EPP to recommend candidates for educator certification, Within 14 calendar days of receipt of the final recommendation, the EPP may agree in writing to accept the final revocation without further proceedings or may request that TEA staff schedule the matter for a hearing before an administrative law judge at the State Office of Administrative Hearings (SOAH), as provided by §229.8 of this title (relating to Contested Cases for Accreditation Revocation).
  - (2) If the final recommendation does not propose revocation of approval of an EPP to recommend candidates for educator certification, the final recommendation will be submitted to SBEC for consideration of a final order.
- (g) Other law. Texas Government Code, Chapter 2001, and the TEC, §7.057, do not apply to an informal review under this section.

Figure: 19 TAC §229.1(c) [Figure: 19 TAC §229.1(e)]

# **Texas Accountability System for Educator Preparation (ASEP) Manual 2022-2023 [~~2021-2022~~]**

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# Chapter 1 – Accountability Overview

The Accountability System for Educator Preparation Programs (ASEP) is contained in Texas Education Code (TEC) §21.045. It is an accountability framework for educator preparation programs (EPPs) and provides information for EPPs, policymakers, and the public. Within this statute, the State Board for Educator Certification (SBEC) is charged with establishing rules governing ASEP. Key provisions of the governing legislation and rules include:

- Establishing minimum standards for initial and continuing approval of EPPs
- Establishing sanctions for EPPs that do not meet standards
- Requiring annual reporting of performance data for each EPP
- Providing publicly available consumer information to support individuals in selection of EPPs and school districts in making recruitment and staffing decisions

## About This Manual

This manual provides descriptions and examples of the analyses and calculations used in calculating the values for the ASEP indicators for accreditation. These analytical approaches will be used to compute ASEP values based on 2022-2023 [~~2021-2022~~] data. This manual is designed to be adopted into rule by the SBEC.

This manual begins with an overview of ASEP and accreditation, followed by methodological considerations that apply across the system (Chapter 2). Chapters 3–7 elaborate on each individual ASEP indicator and include an explanation of the analysis along with an example. Chapter 8 presents information about the recognition of high-performing EPPs. Chapter 9 describes the determination of accreditation statuses using the ASEP Index.

## ASEP Accountability Indicators

ASEP accountability indicators are used to determine accreditation status of EPPs. These indicators are described in Texas Education Code (TEC) §21.045 and enacted in rule in Texas Administrative Code (TAC) Chapter 229. TEC statute identifies five measures, which TAC rule further delineates into seven separate indicators:

- ASEP Accountability Indicator 1a: Certification examination results for pedagogy tests
- ASEP Accountability Indicator 1b: Certification examination results for content pedagogy tests
- ASEP Accountability Indicator 2: Principal appraisal of the preparation of first-year teachers
- ASEP Accountability Indicator 3: Improvement in student achievement of students taught by beginning teachers
- ASEP Accountability Indicator 4a: Frequency and duration of field observations
- ASEP Accountability Indicator 4b: Quality of field supervision
- ASEP Accountability Indicator 5: Satisfaction of new teachers

These indicators are further explained in the following chapters, including the performance standards and methods for calculations.

## Chapter 2 – Methodological Considerations

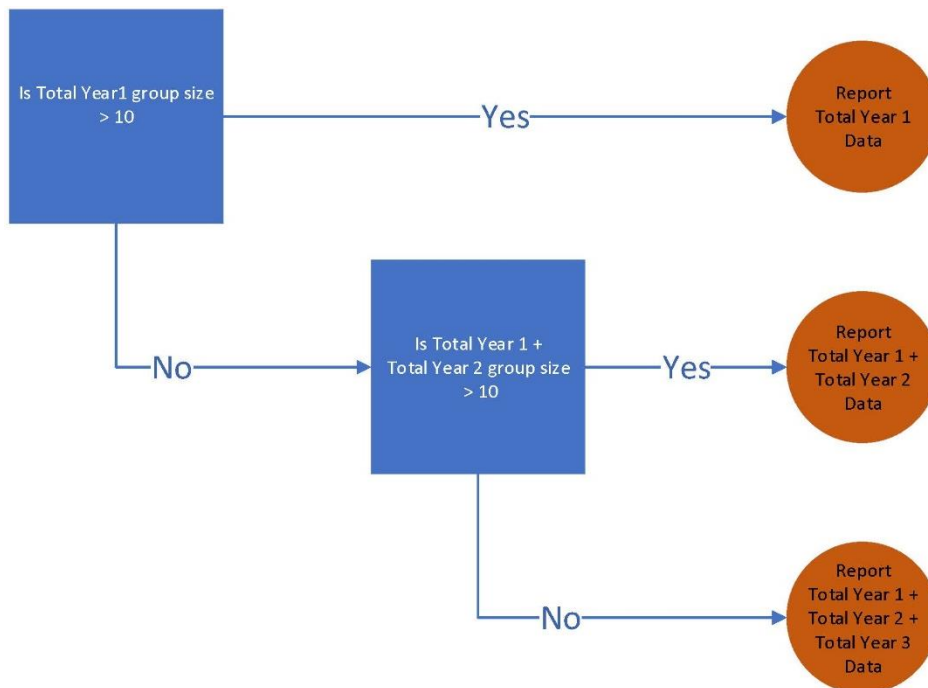
This ASEP chapter discusses methodological and reporting considerations that are relevant to ASEP accountability indicators.

### Small Group Aggregation

Per 19 TAC §229.4(c), selected ASEP accountability indicators are subject to a small group consideration and aggregation. These indicators are used for accountability if groups include more than 10 individuals in an individual year or contain 10 individuals when combined with the next-most prior year for which there are data, or when combined with the two next-most prior years for which there are data.

Illustration 1 summarizes the procedure for the small group aggregation. If 10 or fewer individuals are present in a reporting group in a year, data are combined with data for the next most prior year for which there are data. If the combined (Year 1 and Year 2) group size is more than 10, then the combined group data are reported. If the combined group size is 10 or fewer, then data from the next most prior year for which there are data are combined (Year 1, Year 2, and Year 3) and the performance for the combined group is reported regardless of sample size.

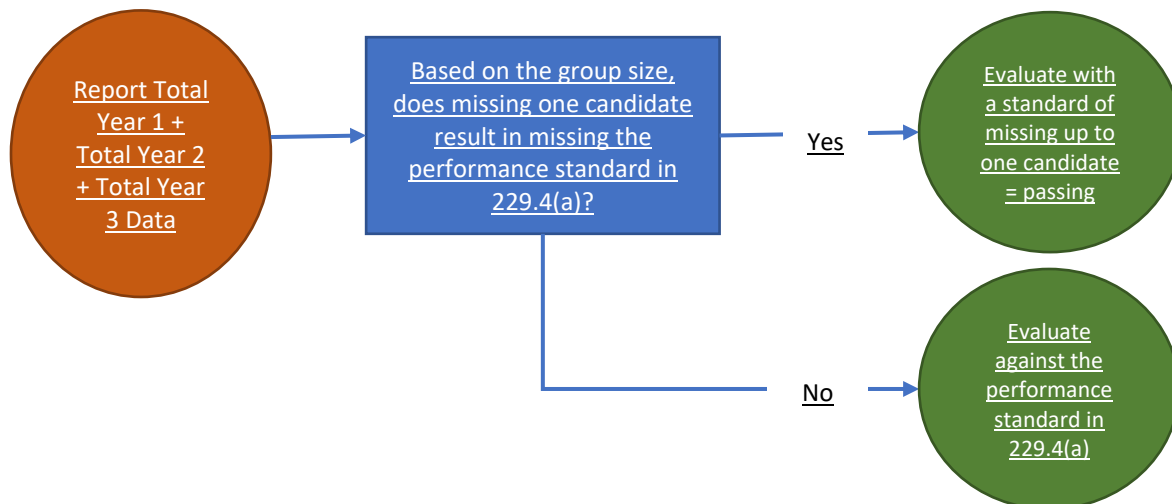
**Illustration 1: Overview of Small Group Aggregation Procedure**



As illustrated above, use of the small group exception may result in nonreported data for ASEP for some years. Because determination of accreditation status may be based on performance across multiple years, the small group procedure allows for accreditation determinations to be based on data from nonconsecutive years, including only those years in which enough data are available.

Per 19 TAC §229.4(c)(4), if the three-year cumulated group is fewer than 10 individuals, the group is measured against the more favorable outcome of the performance standard in the current year as contained in 19 TAC §229.4(a) or an alternative performance standard of up to one candidate failing to meet the requirement, whichever is more favorable.

### **Illustration 2: Alternative Evaluation of Three-year Cumulative Group Procedure**



## **Demographic Group Conventions**

As prescribed by 19 TAC §229.4(a), ASEP accountability indicators are to be reported with disaggregation in respect to gender, race, and ethnicity. For these categories, TEA uses the race, ethnicity, and gender designations defined in 19 TAC §229.2(14).

As of this publication, Educator Certification Online System (ECOS) allows for self-identified gender designations of male and female, which are the disaggregated gender categories reported for ASEP. If no selection is made, the individual is excluded from the disaggregated performance metric calculations. However, the individual is still included in the aggregated performance metric calculations.

Per 19 TAC §229.2(14) ASEP uses these four categories for the race and ethnicity demographic group: African American, Hispanic, White, and Other. If no selection for race and ethnicity is made, the individual is excluded from the disaggregated performance metric calculations. However, the individual is still included in the aggregated performance metric calculations.

## **Rounding Conventions**

Unless otherwise noted, to compute ASEP accountability indicators, conventional rounding rules are applied. For example, when rounding to a whole number, numbers that end with a decimal value of .4999 or less are rounded down; those that end with a decimal value of .5000 or more are rounded up. When rounding to a one-place decimal, numbers that end with .9499 round to .9, and those that end with .9500 round to 1.0.

# Chapter 3 – Certification Exam Pass Rate

## Overview

ASEP Indicator 1 is the pass rate on certification exams approved by the EPP. The SBEC has separated this indicator into two measures: the pass rate on pedagogy tests (1a) and the pass rate on content pedagogy tests (1b). This chapter presents the individuals included, the assessments included, special methodological considerations, and a worked example of computing these two similar indicators.

## Individuals Included

All ~~[For the 2021-2022 academic year (AY), all]~~ individuals who are enrolled in an EPP and complete an examination required for licensure are eligible for inclusion. Individuals admitted to the EPP prior to December 27, 2016, who have not exited the program and subsequently re-entered the EPP following December 26, 2016, are excluded from this calculation. Individuals who were issued a probationary certificate under a waiver issued by the governor pursuant to the declaration of disaster on March 13, 2020, are not included. For the purposes of determining the pass rate, individuals shall not be excluded because the individual has not been recommended for a standard certificate.

## Assessments Included

All ~~[For the 2021-2022 AY, all]~~ certification examinations approved by the EPP are eligible for inclusion.

The examination must be the first or second attempt for the particular examination approved by the EPP for the individual. Examinations approved by the EPP and completed prior to the reporting year are used in determining the attempt-count for an individual. Results from examinations taken during the reporting year are used in the calculation of the pass rate. Examinations approved by the EPP but completed after the individual has finished the EPP are included. Examinations that are part of an exam pilot program as of the date they are approved by the EPP are excluded, both from the pass rate and from the determination of which examinations are the first two attempts.

## PASL

As specified in 19 TAC §229.4(a)(1)(B), for 2022-2023 ~~[2021-2022]~~, the Performance Assessment for School Leaders is included in the pass rate calculation for content pedagogy tests.

## Calculation

### ASEP Accountability Indicator 1a:

Divide the number of passed pedagogy tests on the first or second attempt by the total number of passed pedagogy tests on the first attempt plus the number of pedagogy tests passed or failed on their second attempt. Multiply by 100. Round to the nearest whole number.



### **ASEP Accountability Indicator 1b:**

Divide the number of passed content pedagogy tests on the first or second attempt by the total number of passed content pedagogy tests on the first attempt plus the number of content pedagogy tests passed or failed on their second attempt. Multiply by 100. Round to the nearest whole number.

## **Special Methodological Considerations**

### **Disaggregation at the Certification Class or Category Level**

As described in 19 TAC §229.5(c) the performance of candidates in individual certification classes and categories are also calculated following the same procedure used for Indicator 1b. TEA uses the small group aggregation procedure described in Chapter 2 for the individual exam level. Per 19 TAC §229.5(e), results within individual certification areas are not disaggregated by race, gender, or ethnicity.

The Science of Teaching Reading examination (STR, TExES 293) and the Bilingual Supplemental exam (BIL, TExES 164) are used for certification in multiple certification categories (see Figure: 19 TAC §230.21(e)). As guided by 19 TAC §229.5(c), the following approach is used to identify candidates with results for these exams with the applicable certification category.

For candidates who have attempted 293 or 164, identify the category the candidate is pursuing certification that requires 293 or 164. TEA associates candidates with categories by reviewing the certification category being pursued, specified by the EPP on the finisher records list in ECOS and with the category(ies) of the certificate associated with the internship, should such an internship exist. In cases of discrepancies between the finisher records list and the internship, the certification category associated with the internship is used. If the candidate with a result for 293 or 164 cannot be associated with a certification category that requires the 293 or 164, the results for the candidate are not used in the calculation of pass rates for the purposes of 19 TAC §229.5(c).

For certification categories with multiple content pedagogy tests, the pass rates are calculated independently using the procedure described in the Calculation section of this chapter. Both pass rates are evaluated against the standard in 19 TAC §229.4(a)(2). As noted in 19 TAC §229.5(c), failure to meet the performance standard for an exam required for a certification class or category results in the EPP being identified as not meeting the standard for the certification class or category. If an EPP fails to meet the standard for a certification class or category for three consecutive years, the approval to offer that certification class or category is revoked.

### **Small Group Aggregation and Enrollment Date**

As described in Chapter 2, if individual demographic groups contain ten or fewer test individuals, the TEA adds results from the prior year for which there is data. For use in ASEP Accountability Indicators 1a and 1b, these prior-year groups continue to exclude individuals who were admitted prior to December 27, 2016.

### **Tests 291 and 391**

Test 291 Core Subjects EC-6 had its last operational date 12/31/2021. Test 391 Core Subjects EC-6 was available beginning 1/1/2021 and has now replaced 291. During the overlapping time period, candidates could attempt either 291 or 391 to fulfill the testing requirement. Since 391 was the replacement for 291, the tests are combined at the candidate level for the purpose of determining which tests are included in pass rate

calculations. The first and second attempt for the combination of all 291 or 391 attempts by a candidate approved by the EPP are the attempts used for the calculation.

## Worked Examples

### Example Calculation: Percent of Individuals Passing Pedagogy Tests (ASEP Accountability Indicator 1a)

Step 1: Using the test approval list in ECOS, identify all individuals admitted to the EPP after December 26, 2016.

Step 2: Identify which tests to include in calculations. Pedagogy tests recommended by the EPP are included. Tests which were part of a pilot program when they were approved by the EPP and completed by the candidate are excluded. For 2022-2023 [~~2021-2022~~], PASL exams are excluded.

Step 3: Retrieve pedagogy test results for candidates identified in Step 1 for the examinations identified in Step 2.

Step 4: Counting chronologically, identify the attempt number associated with each exam for each candidate in each category at each EPP.

Step 5: Identify which test scores to include in calculations. For the purpose of calculating pass rate, only passes on first attempts, passes on second attempts, or failures on second attempts are included. Only first attempt passes, second attempt passes, and second attempt fails completed in the academic year are included.

#### ASEP Indicator 1a Example

All results that are not shaded in gray are excluded from calculations because the individual has not yet made a second attempt, already attempted the exam twice, or the test was not eligible for inclusion.

Name	Test Attempt	Test Number/ Name	Test Result
Andrea	1	160: PPR EC-12	F
Andrea	2	160: PPR EC-12	P
Betty	1	160: PPR EC-12	F
Betty	2	160: PPR EC-12	F
Betty	3	160: PPR EC-12	F
Betty	4	160: PPR EC-12	P
Carlos	1	160: PPR EC-12	P
Dana	1	160: PPR EC-12	F
Eduardo	1	160: PPR EC-12	P
Faye	1	160: PPR EC-12	F

Name	Test Attempt	Test Number/ Name	Test Result
Faye	2	160: PPR EC-12	F
Faye	3	160: PPR EC-12	F
Faye	4	160: PPR EC-12	F
George	1	160 PPR EC-12	F
Imogen	1	2110 edTPA: Elementary Education: Literacy with Mathematics Task 4	P
Jermaine	1	160: PPR EC-12	P
Lawrence	1	160 PPR EC-12	F
Mel	1	160 PPR EC-12	F
Nancy	1	160 PPR EC-12	F
Oscar	1	160 PPR EC-12	F
Oscar	2	160 PPR EC-12	P
Patrice	1	160 PPR EC-12	P
Quinn	1	160 PPR EC-12	F
Quinn	2	160 PPR EC-12	P
Roberto	1	160 PPR EC-12	F
Roberto	2	160 PPR EC-12	P
Sally	1	160 PPR EC-12	P
Tomas	1	368 Performance Assessment for Schools Leaders (PASL)	P

**Inclusion Notes:**

The results for Dana, George, Lawrence, Mel, and Nancy are not included because they failed their first attempt and have not yet completed a second attempt.

The result for Imogen is not included because edTPA is a pilot exam in the 2022-2023 [~~2021-2022~~] reporting year.

The result for Tomas is not included because PASL is not included in indicator 1a for 2022-2023 [~~2021-2022~~].

Step 6: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1-5 for the prior year and add those individuals to the list. See Chapter 2 of this manual for further explanation of the small group aggregation.

Step 7: Calculate the pass rate by dividing the number of eligible passed examinations on the first or second attempt (9) by the total number of eligible examinations passed on the first added to the total number of eligible examinations that were passed or failed on the second attempt (11). Multiply this value by 100. Round to the nearest whole number.

#### Example Pass Rate Calculation

$$\begin{aligned} &= \frac{\text{Number of tests passed on first or second attempt}}{\text{Number of tests passed on first or second attempt or failed on second attempt}} \times 100 \\ &= \\ &\quad \frac{9}{11} \times 100 = \\ &\quad 0.81818 \times 100 = \\ &\quad \quad 82\% \end{aligned}$$

### Example Calculation: Percent of Individuals Passing Content Pedagogy Tests (ASEP Accountability Indicator 1b)

Step 1: Using the test approval list in ECOS, identify all individuals admitted to the EPP after December 26, 2016.

Step 2: Identify which tests to include in calculations. Content pedagogy tests recommended by the EPP are included. Tests which were part of a pilot program when they were approved by the EPP and completed by the candidate are excluded. PASL exams are included.

Step 3: Retrieve content pedagogy tests results for candidates identified in Step 1 for the examinations identified in Step 2.

Step 4: Counting chronologically, identify the attempt number associated with each exam for each candidate in each field at each EPP.

Step 5: Identify which test scores to include in calculations. For the purpose of calculating pass rate, only passes on first attempts, passes on second attempts, or failures on second attempts are included. Only first attempt passes, second attempt passes, and second attempt fails completed in the academic year are included.

ASEP Indicator 1b Example

All results that are not shaded in gray are excluded from calculations because the individual has not yet made a second attempt or already attempted the exam twice.

Name	Test Attempt	Test Number/ Name	Test Result
Andrea	1	291 Core Subjects EC-6	F
Andrea	2	391 Core Subjects EC-6	F
Andrea	3	391 Core Subjects EC-6	F
Andrea	4	391 Core Subjects EC-6	P
Betty	1	211 Core Subjects 4-8	P
Carlos	1	613 LOTE Spanish EC-12	P
Dana	1	158 Physical Education EC-12	F
Dana	2	158 Physical Education EC-12	P
Eduardo	1	232 Social Studies 7-12	P
Eduardo	1	154 English as a Second Language Supplemental	P
Faye	1	391 Core Subjects EC-6	F
Faye	2	391 Core Subjects EC-6	F
Faye	3	391 Core Subjects EC-6	P
George	1	391 Core Subjects EC-6	P
Hector	1	368 Performance Assessment for School Leaders (PASL)	P
Imogen	1	232 Social Studies 7-12	F
Imogen	2	232 Social Studies 7-12	F
Imogen	3	232 Social Studies 7-12	F
Imogen	1	233 History 7-12	P
Jermaine	1	211 Core Subjects 4-8	P
Ken	1	235 Math 7-12	P
Lawrence	1	164 Bilingual Education Supplemental	P
Lawrence	1	211 Core Subjects 4-8	P
Mel	1	232 Social Studies 7-12	F
Nancy	1	158: Physical Ed EC-12	F

Name	Test Attempt	Test Number/ Name	Test Result
Oscar	1	613: LOTE Spanish EC-12	P
Patrice	1	164 Bilingual Education Supplemental	P
Patrice	1	291 Core Subjects EC-6	F
Patrice	2	291 Core Subjects EC-6	F
Patrice	3	391 Core Subjects EC-6	P
Quinn	1	164 Bilingual Education Supplemental	F
Quinn	1	391 Core Subjects EC-6	F
Roberto	1	291 Core Subjects EC-6	F
Roberto	2	291 Core Subjects EC-6	F
Roberto	3	391 Core Subjects EC-6	F
Roberto	4	391 Core Subjects EC-6	F
Sally	1	613 LOTE Spanish EC-12	F

Inclusion Notes:

The results for Mel, Nancy, Quinn, and Sally are not included because they failed their first attempt and have not yet completed a second attempt.

Results for Andrea, Patrice, and Roberto are combined across 291 and 391. For Andrea, the first 391 attempt was counted because it was the second attempt overall for the combination of 291 and 391. For Patrice, the second attempt fail for 291 was counted, and the result for 391 was not counted, because the 391 attempt was his third attempt overall for the combination of 291 and 391. Finally, for Roberto, the second attempt fail for 291 was counted, but the second attempt for 391 was not counted, because it was the fourth attempt overall for the combination of 291 and 391.

Results for Hector are included because PASL is included in Indicator 1b for 2022-2023 [~~2021-2022~~].

Step 6: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1–5 for the prior year and add those individuals to the list. See Chapter 2 for further explanation of the small group aggregation.

Step 7: Calculate the pass rate by dividing the number of examinations passed on their first or second attempt (14) by the total number examinations passed on the first and second attempt plus the number of failed examinations on the second attempt (19). Multiply this value by 100. Round to the nearest whole number.

### Example Pass Rate Calculation

$$\begin{aligned}
 &= \frac{\text{Number of tests passed}}{\text{Number of tests completed}} \times 100 \\
 &= \\
 &\quad \frac{14}{19} \times 100 = \\
 &\quad 0.736 \times 100 = \\
 &\quad 73.6\%, \text{ which rounds to } 74\%
 \end{aligned}$$

### Example Calculation: Percent of Individuals Passing Content Pedagogy Tests within a Certification Category (19 TAC §229.5(c))

Step 1: Using the test approval list in ECOS, identify all individuals admitted to the EPP after December 26, 2016.

Step 2: Identify which tests to include in calculations. For certificate categories that do not require the Science of Teaching Reading exam (STR) or the Bilingual Supplemental exam (BIL), content pedagogy tests recommended by the EPP are included. For certificate categories that require STR or BIL, exams are associated with candidates and categories as described in the Disaggregation at the Certification Class or Category Level section of this chapter.

Step 3: Retrieve content pedagogy tests results for candidates identified in Step 1 for their category(ies) and examinations identified in Step 2.

Step 4: Counting chronologically, identify the attempt number associated with each exam for each candidate in each field at each EPP.

Step 5: Identify which test scores to include in calculations. For the purpose of calculating pass rate, only passes on first attempts, passes on second attempts, or failures on second attempts are included. Only first attempt passes, second attempt passes, and second attempt fails completed in the academic year are included.

#### STR Certificate Category (Core Subjects with STR: EC-6) Example

All results that are not shaded in gray are excluded from calculations because the individual has not yet made a second attempt or already attempted the exam twice.

Name	Test Attempt	Test Number / Name	Cert Category Pursued by Candidate	Test Result
Andrea	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Andrea	2	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F

Name	Test Attempt	Test Number / Name	Cert Category Pursued by Candidate	Test Result
Andrea	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Betty	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Carlos	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Dana	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Dana	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Eduardo	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Eduardo	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Faye	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Faye	2	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Faye	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
George	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Hector	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Imogen	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Imogen	2	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Imogen	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	F
Josefina	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Josefina	2	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Josefina	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Kim	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Lance	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Manuel	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Manuel	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Nadia	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Naida	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Olga	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Olga	2	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Olga	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Pent	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Quentin	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Ramon	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Ramon	2	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Ramon	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Sienna	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Todd	1	293 Science of Teaching Reading	Early Childhood: EC-3	P
Uma	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P

Inclusion Notes:

The 291 results for Dana and Olga and the 293 results for Imogen are not included because they failed their first attempt and have not yet completed a second attempt.



The 293 result for Todd is not included because he is not pursuing a different certificate category. His result would be used in the calculation for the Early Childhood: EC-3 category pass rate.

Step 6: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1–5 for the prior year and add those individuals to the list. See Chapter 2 for further explanation of the small group aggregation.

Step 7: Calculate the pass rate for each exam by dividing the number of examinations passed on their first or second attempt (291: 16; 293: 11) by the total number examinations passed on the first and second attempt plus the number of failed examinations on the second attempt (291: 12; 293: 11). Multiply this value by 100. Round to the nearest whole number.

#### Example Pass Rate Calculation

$$= \frac{\text{Number of tests passed}}{\text{Number of tests completed}} \times 100$$

=

$$\frac{12}{16} \times 100 =$$
$$0.75 \times 100 =$$

75% for 291

$$\frac{11}{11} \times 100 =$$
$$1 \times 100 =$$

100% for 293

# Chapter 4 – Appraisal of First-Year Teachers by Administrators

## Overview

ASEP Accountability Indicator 2 is the percent of first-year teachers who are designated as *sufficiently prepared* or *well-prepared* based on survey ratings by their principals.

The principal survey is administered between early April and mid-June at the end of the relevant academic year. The survey is delivered through the ECOS. The roster of first-year teachers is determined using certification data and Public Education Information Management System (PEIMS) data. This roster is loaded into ECOS and district-level human resources staff perform roster verification, certifying that the individual is employed in the district, was employed for at least five months in the reporting period, and works at the school designated in the system.

Principals log in to ECOS to complete the survey. Within the survey, the principal verifies that the individual is teaching in the area(s) for which he or she was prepared by the EPP and that the individual was employed for at least five months in the reporting period. If the principal does not verify these two statements, the survey is not collected.

The survey application requires the completion of all questions in the four required sections of the survey. These sections are Planning, Instruction, Learning Environment, and Professional Practices & Responsibilities. Additionally, if the principal indicates that the individual worked with students with disabilities or emergent bilingual students, these additional survey sections are displayed and required to be completed.

Following the end of the principal survey data collection period, the data is retrieved from ECOS, cleaned, processed, de-identified, and posted online. Additionally, EPP-specific reports are generated and delivered to EPPs and the public. The aggregated and disaggregated results are used as ASEP Accountability Indicator 2.

## Individuals Included

All first-year teachers of record currently enrolled in an EPP or who finished an EPP program within the five years prior to the reporting period and taught in the Texas public school system for a minimum of five months during the reporting period are included. See 19 TAC §229.2(19) [~~§229.2(18)~~] for the definition of a first-year teacher. Only teachers [Teachers] on standard, intern, and probationary certificates are included. [~~Teachers who are teaching under an emergency permit are excluded.~~] Individuals who were incorrectly in the principal survey roster as identified by the EPP are not included. EPPs communicate these exceptions to TEA via a provided form during a review period specified by TEA. These exceptions are subject to TEA approval.

## Assessments Included

All complete surveys with valid data for teachers who meet the conditions above are included. Surveys that lack valid data on any of the four required survey sections are excluded. Data from optional sections (i.e., Students with Disabilities, Emergent Bilingual Students) are included when available.

## Calculation

Count the number of principal surveys for the EPP that met standard. Divide this number by the total number of completed principal surveys for the EPP. Multiply by 100. Round to the nearest whole number.

## Scoring Approach

The scoring approach weights all individual categories equally. Each item is weighted by the inverse of the number of items in the subscale. Operationally, this means that the average for each subscale is calculated, and then the average of these subscale values is calculated for the final individual-level score. The individual must average a score of 2 or better, corresponding with *sufficiently prepared*.

The individual subscales and their constituent items are presented in the table below.

Individual Subscales and Constituent Items

Subscale	Number of Items	Items in ECOS Survey
Planning	12	Q4 – Q15
Instruction	13	Q16 – Q28
Learning Environment	7	Q29 – Q35
Professional Practices & Responsibilities	6	Q36 – Q41
Students with Disabilities	6	Q43 – Q48
Emergent Bilingual Students	4	Q50 – Q53

## Special Methodological Considerations

### Optional Sections and Missing Data

As noted above, the Students with Disabilities section and the Emergent Bilingual Students section are only displayed if the principal indicates that the teacher worked with either or both of these populations. If the survey sections are not displayed on the survey, no data are recorded for these sections. The determination of whether or not the individual survey met standard is based only on the sections of the survey with complete data.

The survey tool does not allow for individuals completing the survey to leave questions blank. Consequentially, each individual survey will have either four, five, or six complete survey sections.

### Small Group Aggregation

Per 19 TAC §229.4(c), the small group aggregation procedure as described in ASEP Manual Chapter 2 is conducted for ASEP Accountability Indicator 2. Only data from years in which ASEP Accountability Indicator 2 has been a consequential indicator are used in this aggregation. The small group aggregation procedure uses results calculated using the survey and scoring approach effective for the particular administration of the survey.

## Worked Example

### Example Calculation: Principal Appraisal of First-Year Teachers (ASEP Accountability Indicator 2)

Step 1: Retrieve principal survey data in ECOS.

Step 2: Average the item scores in each subsection.

Step 3: Average the subsection values.

Step 4: Identify which surveys have the minimum acceptable score or higher.

Example Survey Data and Calculation

Name	Points by Survey Section						Average by Survey Section						Overall Average	Met Standard
	PL	INS	LE	PPR	SWD	EBS	PL	INS	LE	PPR	SWD	EBS		
<i>Number of Questions</i>	12	13	7	6	6	4	12	13	7	6	6	4		
Kurt	27	28	16	16		12	2.25	2.15	2.29	2.67		3.00	2.47	Y
Salvador	26	28	18	15	14		2.17	2.15	2.57	2.50	2.33		2.35	Y
Regina	25	31	19	17	18	9	2.08	2.38	2.71	2.83	3.00	2.25	2.54	Y
Silvia	22	26	16	15	13	12	1.83	2.00	2.29	2.50	2.17	3.00	2.30	Y
Rachael	30	36	20	17	18	7	2.50	2.77	2.86	2.83	3.00	1.75	2.62	Y
Myra	29	32	19	16			2.42	2.46	2.71	2.67			2.56	Y
Darla	26	29	18	14	15	8	2.17	2.23	2.57	2.33	2.50	2.00	2.30	Y
Guadalupe	32	33	19	14	16	11	2.67	2.54	2.71	2.33	2.67	2.75	2.61	Y
George	21	24	16	13	12	6	1.75	1.85	2.29	2.17	2.00	1.50	1.92	N
Jessie	22	25	17	13	12	6	1.83	1.92	2.43	2.17	2.00	1.50	1.98	Y
Lewis	24	25	12	7	11	8	2.00	1.92	1.71	1.17	1.83	2.00	1.77	N
Ruby	26	25	16	15	16	5	2.17	1.92	2.29	2.50	2.67	1.25	2.13	Y
Josefina	33	35	20	16	17		2.75	2.69	2.86	2.67	2.83		2.76	Y
Susan	34	33	20	15	15	11	2.83	2.54	2.86	2.50	2.50	2.75	2.66	Y
Molly	28	29	18	14	15	5	2.33	2.23	2.57	2.33	2.50	1.25	2.20	Y
Sam	20	25	16	15	17	11	1.67	1.92	2.29	2.50	2.83	2.75	2.33	Y
Lucy	26	29	19	17	15	8	2.17	2.23	2.71	2.83	2.50	2.00	2.41	Y
Kevin	28	33	20	13	14		2.33	2.54	2.86	2.17	2.33		2.45	Y
Robin	29	35	19	11	13	5	2.42	2.69	2.71	1.83	2.17	1.25	2.18	Y
Mercedes	33	37	20	15	16	5	2.75	2.85	2.86	2.50	2.67	1.25	2.48	Y

Notes:

Public data sets do not include names.

PL = Planning; INS = Instruction; LE = Learning Environment; PPR = Professional Practices & Responsibilities; SWD = students with disabilities; EBS: Emergent Bilingual Students. Empty cells denote missing data.

The score for Jessie is considered meeting standard because 1.97 rounds to 2 (see Chapter 2).

Step 5: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform Steps 1–5 for the prior year and add those individuals to the list. See Chapter 2 of the ASEP Manual for further explanation of the small group aggregation.

Step 6: Count the number of first-year teachers who met the criteria for being designated as *sufficiently-prepared* or *well-prepared* (18).

Step 7: Divide the number of surveys which met the criteria for being designated as *sufficiently-prepared* or *well-prepared* (18) by the total number of surveys with valid scores (20). Multiply this value by 100. Round to the nearest whole number.

$$\frac{\text{Number of surveys meeting standard}}{\text{Total number of valid surveys}} \times 100 =$$

$$\frac{18}{20} \times 100 =$$

90%

# Chapter 5 – Improvement in Student Achievement of Students Taught by Beginning Teachers

## Overview

ASEP Accountability Indicator 3 is the improvement of student achievement of students in the classrooms of beginning teachers. This indicator uses student data from the STAAR progress measure generated as part of the Accountability Rating System of districts, campuses, and charter schools and aggregates it to the EPP by linking the students to the beginning teachers whom have completed the EPP. Once values are determined for the beginning teachers, the value for the EPP is calculated and compared to the performance standard.

## Individuals

All beginner teachers of record currently employed within a Texas public school. Beginner teachers are defined as teachers of record with three (3) or fewer consecutive years of teaching. These teachers are verified through the Public Education Information Management System (PEIMS). Teachers on standard, intern, and probationary certificates are included. Teachers who are teaching under an emergency permit are excluded. Teachers who received initial teacher certification through a route other than preparation by a Texas EPP are excluded. Teachers who left the teacher work force prior to three consecutive years of teaching and subsequently re-entered the teacher work force are excluded. Teachers of students with STAAR progress measures are included. Students' STAAR progress measures are associated with the corresponding teacher as contained in the assessment data. Teachers must have 10 or greater student progress measure values associated with them within a subject area for that subject area data to be included for the teacher.

## Assessments Included

The model utilizes the STAAR progress measure for individual students, calculated as described in 19 TAC Figure: §97.1001(b). The STAAR progress measure indicates the amount of improvement or growth a student has made from year to year. For STAAR assessments (with or without accommodations), progress is measured as a student's gain score—the difference between the scaled score a student achieved in the prior year and the scaled score a student achieved in the current year. Individual student progress is then categorized as Limited, Expected, or Accelerated. If a student's STAAR progress measure is Expected, he or she met growth expectations. If the student's STAAR progress measure is Accelerated, he or she exceeded growth expectations. Currently, STAAR results for grades 4–8, English II, and Algebra I end-of-course (EOC), are utilized. Available data from all students, including students with disabilities, are used in the calculation of this measure.

## Scoring Approach

The scoring approach first determines a value associated with the teacher based on the associated student STAAR progress measures. TEA then compares the teacher score to the individual standard. The individual teacher performances are then aggregated at the EPP level, and the EPP performance is determined. This EPP value is then compared with the performance standard.

## Teacher level aggregation

The value for the individual teacher is generated by first taking the average of the students' progress measures for each STAAR subject area taught by that teacher and multiplied by 100. Next, we find the average of all the subject-level progress measures associated with the teacher. This value is compared to a value of 50, which

corresponds with neutral student growth. If the value is 50 or greater, the individual teacher is considered to have met the individual standard.

### EPP Score Determination

Following the determination of the performance standard for the individual teachers, the value for the EPP is determined. The number of teachers associated with the EPP who met the individual standard is then divided by the total number of teachers associated with the EPP in the sample and multiplied by 100 to get a percent. This is the EPP value for Indicator 3, which is compared with the performance standard.

## Special Methodological Considerations

### Small Group Aggregation

Per 19 TAC §229.4(c), the small group aggregation procedure as described in ASEP Manual Chapter 2 is conducted for ASEP Accountability Indicator 3. Only data from years in which ASEP Accountability Indicator 3 has been a consequential indicator are used in this aggregation. The small group aggregation procedure uses results calculated using the scoring approach effective for the year in which the values were calculated.

### Worked Example

#### Example Calculation: Student growth of Beginning Teachers (ASEP Accountability Indicator 3)

Step 1: Identify teachers in their first three years serving as a teacher of record who were prepared for initial certification by a Texas EPP.

Step 2: Retrieve student data from Performance Reporting for students associated with the beginning teacher roster.

Step 3: Average the student progress measures for each unique combination of teacher and STAAR area. Only include those combinations of teacher and STAAR area where the teacher has 10 or more associated student scores.

EPP Code (E)	Teacher (T)	Average Student Growth Scores (GSs)	Course (C)
123456	111	75	Math
123456	112	65	Math
123456	112	70	ELAR
123456	113	50	ELAR

Step 4: Average the values by individual teacher.

Step 5: Compare individual teacher values to the individual standard score.

Teacher	Teacher Growth Score	Individual Standard	Met Standard?
111	75	50	Yes
112	67.5	50	Yes
113	40	50	No
778	60	50	Yes
892	35	50	No
952	69	50	Yes
1155	73.5	50	Yes
1357	82	50	Yes
1544	58	50	Yes
1656	90	50	Yes
1959	88	50	Yes
2083	100	50	Yes
2257	51	50	Yes
2492	60	50	Yes
2926	84	50	Yes
3011	42.5	50	No
3271	69	50	Yes
3461	40	50	No
3753	71.5	50	Yes
4045	82	50	Yes
4214	64	50	Yes
4226	55	50	Yes
4267	91	50	Yes
4358	67	50	Yes
4464	26	50	No
4779	70	50	Yes
5421	58.5	50	Yes
5973	88.5	50	Yes
6404	64	50	Yes
6542	51	50	Yes
6772	45 (50)	50	No
7279	87.5	50	Yes
7849	41	50	No
7881	41	50	No
7925	81	50	Yes
8106	75	50	Yes



8341	90	50	Yes
9297	44	50	No

Step 6: Count the total number of beginning teachers with growth scores associated with the EPP (38).

Step 7: Count the total number of beginning teachers associated with the EPP who met the standard (29).

Step 8: Divide the number in Step 7 by the number in Step 6 and multiply by 100. This is the value for the EPP.

$$\frac{\text{Number of teachers meeting individual standard}}{\text{Total number of teachers with growth scores}} \times 100 =$$

$$\frac{29}{38} \times 100 =$$

76%

# Chapter 6 – Frequency, Duration, and Quality of Field Supervision

## Overview

ASEP Accountability Indicator 4 is the frequency, duration, and quality of field observations. The SBEC has separated this indicator into two measures: the frequency and duration of field observations (ASEP Accountability Indicator 4a) and the quality of field observations (ASEP Accountability Indicator 4b). ASEP Accountability Indicator 4a is based on data reported by EPPs into ECOS for each individual observation. ASEP Accountability Indicator 4b is based on an exit survey of teacher candidates which is administered at the time the candidates apply for their standard certificate. This section presents the individuals included, the data included, special methodological considerations, and a worked example of computing these two aligned indicators.

## Individuals Included

### ASEP Accountability Indicator 4a

For ASEP Accountability Indicator 4a, all individuals who completed an internship or clinical teaching appointment during the reporting period are included. In the cases where an internship or clinical teaching appointment overlaps two reporting years, the internship or clinical teaching is reported in the reporting year in which it ended. Individuals serving an internship are identified for the data set if they have an intern, probationary, probationary extension, or probationary second extension certificate which expires in the reporting year. Individuals completing a clinical teaching appointment are identified as being marked as a completer by the program without having held an intern, probationary, probationary extension, or probationary second extension certificate.

Individuals who have their internship certificate deactivated prior to the expiration of the certificate are removed from the data set. These deactivations must be communicated to the TEA by the EPP. Additionally, individuals who do not complete their internship or clinical teaching, due to extenuating circumstances or the issuance of a standard certificate prior to the conclusion of their internship or clinical teaching, are removed from the data set. EPPs communicate these exceptions to TEA via a provided form during a review period specified by TEA. These exceptions are subject to TEA approval.

### ASEP Accountability Indicator 4b

For ASEP Accountability Indicator 4b, all individuals who apply for an initial standard teaching certificate [license] during the academic year are asked to submit surveys, which are completed in ECOS. Only surveys associated with an issued certificate are used for accountability purposes. Surveys are used for accountability in the academic year in which the individuals are issued an initial standard teaching certificate.

## Data Included

### **ASEP Accountability Indicator 4a**

All observations reported to the TEA through ECOS are used in the calculation for ASEP Accountability Indicator 4a. Observations must be reported in ECOS in the academic year during which they occurred. EPPs report the candidate name, candidate TEA ID, field supervisor name, field supervisor TEA ID, assignment begin date, assignment end date, observation date, observation duration, assignment type, notes, and any other field required by ECOS for each observation.

### **ASEP Accountability Indicator 4b**

All exit surveys with complete data that are submitted in the reporting year are included in the data set.

## Calculation

### **ASEP Accountability Indicator 4a:**

Divide the number of individuals who completed an internship or clinical teaching appointment in the reporting year who had the minimum number of required observations (as specified in 19 TAC §228.35(g)) by the number of individuals who completed an internship or clinical teaching appointment in the reporting year. Multiply by 100. Round to the nearest whole number.

### **ASEP Accountability Indicator 4b:**

Count the number of surveys for the EPP that met standard. Divide this number by the total number of completed exit surveys for the EPP. Multiply by 100. Round to the nearest whole number.

## Special Methodological Considerations

For ASEP Accountability Indicator 4a, results are disaggregated by race, gender, and ethnicity categories. Per 19 TAC §229.4(c)(1), the small group aggregation procedure does not apply to indicator 4a.

For ASEP Accountability Indicator 4b, the data collection mechanism does not capture race, gender, or ethnicity data. Consequentially, this indicator is reported only at the aggregated level. The small group aggregation procedure does apply to ASEP Indicator 4b.

## Worked Examples

### **Example Calculation: Frequency and Duration of Internship and Clinical Teaching Field Observations (ASEP Accountability Indicator 4a)**

Step 1: Identify all individuals completing an internship between September 1 and August 31 of the reporting year. These individuals are those who have an intern, probationary, probationary extension, or probationary second extension certificate which expired in the reporting year.

Step 2: Identify all individuals completing clinical teaching between September 1 and August 31 of the reporting year. These individuals are those who were marked as a completer by the program without having held an intern, probationary, probationary extension, or probationary second extension certificate.

Step 3: Combine the individuals from Steps 1 and 2. Remove any accepted exceptions reported to the TEA during the annual reporting period using the supplied form.

Step 4: Retrieve all field observations reported to the TEA which occurred during the internships or clinical teaching experiences in the data set resulting from Step 3.

Step 5: Count the number of observations of at least the duration specified in 19 TAC §228.35(g), for each candidate.

Example Observation Data

Name	Certificate / Assignment Type	Observation Duration
Carmen Adams	Intern	0:56
Carmen Adams	Intern	1:02
Carmen Adams	Intern	0:45
Carmen Adams	Intern	1:12
Carmen Adams	Intern	0:46
Christina Boyd	Intern	0:57
Marjorie Brock	Clinical Teaching	0:50
Marjorie Brock	Clinical Teaching	1:14
Marjorie Brock	Clinical Teaching	1:02
Marjorie Brock	Clinical Teaching	1:02
Marjorie Brock	Clinical Teaching	1:09
Dora Cain	Intern	0:47
Dora Cain	Intern	0:51
Dora Cain	Intern	0:40
Dora Cain	Intern	1:00
Dianne Cannon	Clinical Teaching	1:13
Dianne Cannon	Clinical Teaching	0:38
Dianne Cannon	Clinical Teaching	0:53
Dianne Cannon	Clinical Teaching	0:47
Dianne Cannon	Clinical Teaching	1:01
Billie Daniels	Probationary	1:15
Billie Daniels	Probationary	0:58
Billie Daniels	Probationary	0:54
Madeline Doyle	Clinical Teaching	1:10
Madeline Doyle	Clinical Teaching	0:55
Madeline Doyle	Clinical Teaching	0:46
Jaime Fowler	Intern	0:59
Jaime Fowler	Intern	1:07

Name	Certificate / Assignment Type	Observation Duration
Jaime Fowler	Intern	1:01
Jaime Fowler	Intern	1:00
Jaime Fowler	Intern	0:49
Chad Frazier	Clinical Teaching	0:46
Chad Frazier	Clinical Teaching	0:55
Chad Frazier	Clinical Teaching	1:11
Chad Frazier	Clinical Teaching	1:25
Jean Hawkins	Probationary Ex	0:58
Jean Hawkins	Probationary Ex	0:50
Jean Hawkins	Probationary Ex	1:00
Jean Hawkins	Probationary Ex	0:59
Grace Hoffman	Clinical Teaching	0:52
Grace Hoffman	Clinical Teaching	0:59
Grace Hoffman	Clinical Teaching	0:59
Doris Hunter	Probationary	1:03
Doris Hunter	Probationary	1:19
Doris Hunter	Probationary	0:45
Melba Jensen	Clinical Teaching	0:46
Melba Jensen	Clinical Teaching	0:53
Melba Jensen	Clinical Teaching	1:01
Edmund Kennedy	Intern	1:20
Edmund Kennedy	Intern	0:58
Edmund Kennedy	Intern	0:50
Edmund Kennedy	Intern	0:59
Edmund Kennedy	Intern	0:57
Neil Newton	Clinical Teaching	0:55
Neil Newton	Clinical Teaching	1:47
Neil Newton	Clinical Teaching	0:51
Neil Newton	Clinical Teaching	1:05
Neil Newton	Clinical Teaching	1:02
Elsie Pearson	Probationary	1:15
Elsie Pearson	Probationary	1:01
Elsie Pearson	Probationary	0:55
Christopher Ray	Clinical Teaching	0:58
Christopher Ray	Clinical Teaching	0:52
Christopher Ray	Clinical Teaching	0:47
Christopher Ray	Clinical Teaching	0:59
Christopher Ray	Clinical Teaching	0:46
Charlie Schultz	Intern	0:58
Charlie Schultz	Intern	0:45

Name	Certificate / Assignment Type	Observation Duration
Charlie Schultz	Intern	0:53
Charlie Schultz	Intern	0:52
Charlie Schultz	Intern	1:23
Duane Soto	Clinical Teaching	1:17
Duane Soto	Clinical Teaching	0:59
Duane Soto	Clinical Teaching	0:53
Duane Soto	Clinical Teaching	0:46
Duane Soto	Clinical Teaching	0:48
Duane Soto	Clinical Teaching	0:55
Penny Sutton	Clinical Teaching	0:59
Marty Wood	Clinical Teaching (28 week)	0:49
Marty Wood	Clinical Teaching (28 week)	0:45
Marty Wood	Clinical Teaching (28 week)	0:57
Marty Wood	Clinical Teaching (28 week)	1:25
Marty Wood	Clinical Teaching (28 week)	1:15
Marty Wood	Clinical Teaching (28 week)	1:25

Notes:

The observations of Dora Cain and Dianne Cannon highlighted above are not counted because these observations were less than the requirement in 19 TAC §228.35(g).

Step 6: Identify candidates and interns who meet the minimum requirement of the number of observations required in 19 TAC §228.35(g).

#### Example Data Summary

Name	Pre-Certification Teaching Experience	Number of 45-Minute Field Observations	Meet Minimum Requirement?
Marjorie Brock	Clinical Teaching	5	Y
Dianne Cannon	Clinical Teaching	5	Y
Madeline Doyle	Clinical Teaching	3	N
Chad Frazier	Clinical Teaching	4	N
Grace Hoffman	Clinical Teaching	3	N
Melba Jensen	Clinical Teaching	3	N
Neil Newton	Clinical Teaching	5	Y
Christopher Ray	Clinical Teaching	5	Y
Duane Soto	Clinical Teaching	6	Y
Marty Wood	Clinical Teaching	6	Y
Penny Sutton	Clinical Teaching	1	N

Name	Pre-Certification Teaching Experience	Number of 45-Minute Field Observations	Meet Minimum Requirement?
Carmen Adams	Intern	5	Y
Cristina Boyd	Intern	1	N
Dora Cain	Intern	3	N
Billie Daniels	Probationary	3	Y
Jaime Fowler	Intern	5	Y
Jean Hawkins	Probationary Ex	4	Y
Doris Hunter	Probationary	3	Y
Edmund Kennedy	Intern	5	Y
Elsie Pearson	Probationary	3	Y
Charlie Schultz	Intern	5	Y

Step 7: Divide the number of candidates who received at least the minimum field observations required by 19 TAC §228.35(g) (14) by the total number of candidates who completed clinical teaching (21).

$$\frac{\text{Number of candidates who met minimum requirement}}{\text{Number of candidates with field experiences}} \times 100 =$$

$$\frac{14}{21} \times 100 = 66.67\%, \text{ which rounds to } 67\%$$

### Example Calculation: Quality of Field Supervision (ASEP Indicator 4b)

Step 1: Access the Exit Survey results completed by candidates between September 1 and August 31 of the academic year. These results are recorded without personally identifiable information.

Step 2: Identify which candidate scores were within acceptable values for their field supervision rating. Candidates rate their field experience on 11 survey items (items 3–9, 11–14) on the Exit Survey using a 4-point scale where 4 = *Rarely*; 3 = *Occasionally*; 2 = *Frequently*; and 1 = *Always/Almost Always*. To meet the standard of *frequently* or *always/almost always* providing the components of structural guidance and ongoing support provision of high-quality field supervision (see 19 TAC §229.4(a)(4)(B)), responses to the applicable items must sum to equal or less than 22 points (11\*2=22), corresponding with an average score of 2 or less across survey items.

Example Data

Name	Total Points	Within Acceptable Values
Candidate 1	21	Y
Candidate 2	20	Y

Name	Total Points	Within Acceptable Values
Candidate 3	23	N
Candidate 4	19	Y
Candidate 5	18	Y
Candidate 6	18	Y
Candidate 7	17	Y
Candidate 8	14	Y
Candidate 9	19	Y
Candidate 10	25	N
Candidate 11	23	N
Candidate 12	18	Y
Candidate 13	14	Y
Candidate 14	14	Y
Candidate 15	28	N
Candidate 16	19	Y
Candidate 17	26	N
Candidate 18	13	Y
Candidate 19	19	Y
Candidate 20	13	Y
Candidate 21	16	Y
Candidate 22	18	Y
Candidate 23	21	Y
Candidate 24	20	Y
Candidate 25	33	N
Candidate 26	40	N
Candidate 27	26	N
Candidate 28	17	Y
Candidate 29	17	Y
Candidate 30	19	Y

Step 3: Count the number of candidate scores that were within acceptable criteria (22).

Step 4: Divide the number of candidates whose scores were within the acceptable criteria (22) by the total number of candidates with scores (30). Multiply this value by 100. Round to the nearest whole number.

$$\frac{\text{Number of candidates' scores that were within acceptable values}}{\text{Total number of survey responses}} =$$

$$\frac{22}{30} \times 100 =$$

73.33%, which rounds to 73%



# Chapter 7 – Evaluation of Educator Preparation Programs by Teachers (New Teacher Satisfaction)

## Overview

ASEP Accountability Indicator 5 is the percent of new teachers who indicate that they were *sufficiently-prepared or well-prepared* by their EPP, as measured on the evaluation of educator preparation programs by teachers (teacher satisfaction survey).

The teacher survey is administered between the beginning of April and mid-June at the end of the relevant academic year. The survey is delivered using the Qualtrics survey platform. The sample of new teachers is determined using certification data and PEIMS data. This roster is loaded into Qualtrics and an email containing a link to the survey is sent to the teacher. New teachers verify that they are completing their first year of teaching while holding a standard teaching certificate.

Teachers are required to complete all questions in the four required sections of the survey. Additionally, if the teacher indicates that he or she worked with students with disabilities or students who are emergent bilingual students, those additional sections are displayed and are required to be completed by the teacher.

Following the close of the teacher survey data collection period, the data is retrieved from Qualtrics, cleaned, processed, de-identified, and posted online. The aggregated and disaggregated results are used as ASEP Accountability Indicator 5.

## Individuals Included

All new teachers who finished an EPP program within the five years prior to the reporting period and are completing their first year of teaching while holding a standard certificate are included. See 19 TAC §229.2(26) [~~§229.2(25)~~] for the definition of a new teacher. Teachers must have taught in the Texas public school system for a minimum of five months during the reporting period as evidenced by their presence in the PEIMS employment data gathered in October of the reporting year. Only teachers with standard certificates as of the October snapshot date are included. Teachers who are not teaching under a standard certificate ~~an emergency permit~~ or who were not listed as employed in the PEIMS data in the reporting period are excluded. Individuals who were incorrectly in the teacher survey roster as identified by the EPP are not included. EPPs communicate these exceptions to TEA via a provided form during a review period specified by TEA. These exceptions are subject to TEA approval.

Beginning in the 2023-2024 academic year, all first-year teachers of record currently enrolled in an EPP or who finished an EPP program within the five years prior to the reporting period and taught in the Texas public school system for a minimum of five months during the reporting period are included. See 19 TAC §229.2(19) for the definition of a first-year teacher. Only teachers on standard, intern, and probationary certificates are included. Individuals who were incorrectly in the principal survey roster as identified by the EPP are not included. EPPs communicate these exceptions to TEA via a provided form during a review period specified by TEA. These exceptions are subject to TEA approval.

## Assessments Included

All complete surveys with valid data for teachers who meet the conditions above are included. Surveys that lack valid data on one or more of the four required survey sections are excluded. Data from additional sections (i.e., Students with Disabilities, Emergent Bilingual Students) are included when available.

## Calculation

Count the number of teacher surveys for the EPP that met standard. Divide this number by the total number of completed teacher surveys for the EPP. Multiply by 100. Round to the nearest whole number.

## Scoring Approach

The scoring approach aligns with the scoring approach for the principal survey. Each item is weighted by the inverse of the number of items in the subscale. Operationally, this means that the average for each subscale is calculated, and then the average of these subscale values is calculated for the final individual-level score. The individual must average a score of 2 or better, corresponding with *sufficiently prepared*.

The individual subscales and their constituent items are presented in the table below.

Individual Subscales and Constituent Items

Subscale	Number of Items	Items in Survey (Question #)
Planning	12	Q4 - Q15
Instruction	13	Q16 - Q28
Learning Environment	7	Q29 - Q35
Professional Practices & Responsibilities	6	Q36 - Q41
Students with Disabilities	6	Q43 - Q48
Emergent Bilingual Students	4	Q50 - Q53

## Special Methodological Considerations

### Optional Sections and Missing Data

As noted above, the Students with Disabilities section and the Emergent Bilingual Students section are only displayed if the teacher indicates that he or she worked with either or both of these populations. If the survey sections are not displayed on the survey, no data are recorded for these sections. The determination of whether or not the individual survey met standard is based only on the sections of the survey with complete data.

The survey tool does not allow for individuals completing the survey to leave questions blank. Consequentially, each individual survey will have either 4, 5, or 6 complete survey sections.

## Small Group Aggregation

Per 19 TAC §229.4(c), the small group aggregation procedure as described in ASEP Manual Chapter 2 is conducted for ASEP Accountability Indicator 5. Only data from years in which ASEP Accountability Indicator 5 has been a consequential indicator are used in this aggregation. The small group aggregation procedure uses results calculated using the survey and scoring approach effective for the particular administration of the survey.

### Example Calculation: New Teacher Satisfaction (ASEP Accountability Indicator 5)

Step 1: Access teacher satisfaction survey results.

Step 2: Average the item scores in each subsection.

Step 3: Average the subsection values.

Step 4: Identify which surveys have the minimum acceptable score or higher.

Example Survey Data and Calculation

Name	Points by Survey Section						Average by Survey Section						Overall Average	Met Standard
	PL	INS	LE	PPR	SWD	EBS	PL	INS	LE	PPR	SWD	EBS		
<i>Number of Questions</i>	12	13	7	6	6	4	12	13	7	6	6	4		
Kurt	27	28	16	16		12	2.25	2.15	2.29	2.67		3.00	2.47	Y
Salvador	26	28	18	15	14		2.17	2.15	2.57	2.50	2.33		2.35	Y
Regina	25	31	19	17	18	9	2.08	2.38	2.71	2.83	3.00	2.25	2.54	Y
Silvia	22	26	16	15	13	12	1.83	2.00	2.29	2.50	2.17	3.00	2.30	Y
Rachael	30	36	20	17	18	7	2.50	2.77	2.86	2.83	3.00	1.75	2.62	Y
Myra	29	32	19	16			2.42	2.46	2.71	2.67			2.56	Y
Darla	26	29	18	14	15	8	2.17	2.23	2.57	2.33	2.50	2.00	2.30	N
Guadalupe	32	33	19	14	16	11	2.67	2.54	2.71	2.33	2.67	2.75	2.61	Y
George	21	24	16	13	12	6	1.75	1.85	2.29	2.17	2.00	1.50	1.92	Y
Jessie	31	35	21	17	16	9	2.58	2.69	3.00	2.83	2.67	2.25	2.67	N
Lewis	24	25	12	7	11	8	2.00	1.92	1.71	1.17	1.83	2.00	1.77	Y
Ruby	26	25	16	15	16	5	2.17	1.92	2.29	2.50	2.67	1.25	2.13	Y
Josefina	33	35	20	16	17		2.75	2.69	2.86	2.67	2.83		2.76	Y
Susan	34	33	20	15	15	11	2.83	2.54	2.86	2.50	2.50	2.75	2.66	Y
Molly	28	29	18	14	15	5	2.33	2.23	2.57	2.33	2.50	1.25	2.20	Y
Sam	20	25	16	15	17	11	1.67	1.92	2.29	2.50	2.83	2.75	2.33	Y
Lucy	26	29	19	17	15	8	2.17	2.23	2.71	2.83	2.50	2.00	2.41	Y
Kevin	28	33	20	13	14		2.33	2.54	2.86	2.17	2.33		2.45	Y
Robin	29	35	19	11	13	5	2.42	2.69	2.71	1.83	2.17	1.25	2.18	Y
Mercedes	33	37	20	15	16	5	2.75	2.85	2.86	2.50	2.67	1.25	2.48	Y

Notes:

Public data sets do not include names.

PL = Planning; INS = Instruction; LE = Learning Environment; PPR = Professional Practices & Responsibilities; SWD = students with disabilities; EBS: Emergent Bilingual Students. Empty cells denote missing data.

Step 5: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform Steps 1–5 for the prior year and add those individuals to the list. See ASEP Manual Chapter 2 for further explanation of the small group aggregation.

Step 6: Count the number of surveys that met the criteria for being designated as *sufficiently-prepared* or *well-prepared* (18).

Step 7: Divide the number of surveys which met the criteria for being designated as *sufficiently-prepared* or *well-prepared* (18) by the total number of surveys with valid scores (20). Multiply this value by 100. Round to the nearest whole number.

$$\frac{\text{Number of surveys meeting standard}}{\text{Total number of valid surveys}} \times 100 =$$

$$\frac{18}{20} \times 100 =$$

90%

## Chapter 8 – Educator Preparation Program Commendations

Per 19 TAC §229.1(d), an accredited EPP not under a board order or otherwise sanctioned by the SBEC may receive commendations for success in areas identified by the SBEC. The TEA worked with the SBEC and the EPP stakeholder advisory groups in 2018 to identify and refine a framework for recognition and issues related to EPP eligibility and calculations. In 2019, the SBEC established a four-part framework for recognizing high-performing EPPs. This ASEP chapter presents that framework, related performance standards or metrics, sources of data, and descriptions of relevant calculations.

### High-Performing EPP Framework

The framework consists of four parts. The framework was developed to allow for the recognition of EPPs that are high-achieving in both established and emerging measurements and priorities. Dimensions consist of multiple measures. The dimensions for recognition include:

- Rigorous and Robust Preparation
- Preparing the Educators Texas Needs
- Preparing Educators for Long-Term Success
- Innovative Educator Preparation

The measures within each dimension are presented in the table below. The Rigorous and Robust Preparation measures, the Preparing the Educators Texas Needs measures, and the Preparing Educators for Long-Term Success measures are calculated annually to reflect EPP performance in the prior academic year. The Innovative Educator Preparation commendation is awarded at the discretion of the Board. The TEA conducts these calculations in conjunction with the ASEP accountability calculations and presents both sets of the results to the SBEC for approval on similar schedules. In all cases, the small group aggregation procedure as described in ASEP Manual Chapter 2 is applied to these measurements. However, if the small group aggregation is used, only programs with more than 10 individuals over the three years necessary for the calculation are eligible to receive a commendation related to the measure.

High Performing EPP Framework

Dimension	High-Performing EPP Measures	Standard
Rigorous and Robust Preparation	First test pass rate	95% or greater
	First Test Pass rate in teacher shortage areas	95% or greater
	Principal Survey % of candidates Met Standard	95% or greater
Preparing the Educators Texas Needs	Preparing teachers in shortage areas	Top 5 EPPs
	Preparing Educators of Color	Top 5 EPPs
	Preparing Teachers for Rural Schools	Top 5 EPPs
Preparing Educators for Long-Term Success	Teacher Retention as a Texas public school teacher for 5 years	85% or greater
	Educator Retention as a Texas public school professional for 5 years	85% or greater
	Principal Employment in Principal or Assistant Principal Role within 3 years	75% or greater
Innovative Educator Preparation	Approved by the SBEC per EPP <u>application</u> <del>petition</del>	

## **Rigorous and Robust Preparation**

This dimension of high-performance uses the same data as the ASEP accountability indicators. The first measure is the overall pass rate for a candidate's first attempt on exams. All exams, including pedagogy tests and content pedagogy tests, are pooled for this measure. The standard is set at 95% or greater. Additionally, EPPs are only eligible for this recognition if the differences in the pass rates disaggregated by race and ethnicity are 10 percentage points or smaller for all groups meeting the minimum size criterion, following small group aggregation. Groups are only included in this analysis only if they contain more than 10 candidates following the small group aggregation.

The second measure in this dimension is the first test pass rate in Texas-identified, federally designated teacher shortage subject areas. These shortage areas are identified annually and reported to the United States Department of Education. For this measure, only those content pedagogy tests necessary for certification in the specified categories are included. The standard is set at 95% or greater.

The third indicator in this category is EPP performance on the principal survey. Following the procedure in ASEP Manual Chapter 4, results on the principal survey are computed at the EPP level. The standard is set at 95% or more individuals being rated as "met standard."

## **Preparing the Educators Texas Needs**

This dimension of high-performance identifies EPPs that prepare high percentages of educators identified by the SBEC and TEA as targeted for growth. For measures in this category, the top five programs, as a percentage of their completers, are recognized. As with all high-performing recognitions, only EPPs with an accreditation status of "Accredited" are eligible for recognition. This means that fewer than five EPPs may be recognized in any of these categories. Additionally, although the small group aggregation procedure is applied, only those programs which prepare more than 10 educators in any of the specified categories or groups once three years of data are aggregated are eligible for these commendations.

The first measure in this dimension is preparation of educators in teacher shortage subject areas. This indicator identifies EPPs that specialize in the preparation of educators for Texas-identified, federally-recognized teacher shortage areas. The total number of newly standard certified teachers with a certificate in each shortage area is identified, and this is divided by the total number of newly standard certified teachers at the EPP. The top five EPPs in each identified certification category are eligible to be recognized. Each shortage area is calculated separately, and an EPP may receive a commendation for one or multiple shortage areas.

The second measure in this dimension recognizes EPPs that prepare the highest percentage of educators who identify as African American and Hispanic. The total number of newly standard certified educators who identify as African American is identified, and this is divided by the total number of newly standard certified educators at the EPP. Separately, the total number of newly standard certified educators who identify as Hispanic is identified, and this is divided by the total number of newly standard certified educators at the EPP. The top five EPPs with respect to each demographic group are eligible to be recognized. Each race/ethnicity category is calculated separately, and an EPP may receive a commendation for one or multiple race/ethnicity categories.

The third measure is preparation of teachers for rural schools. Using first-year employment data available in the PEIMS database and the district-level geographic designations, the TEA identifies a) teacher completers who are employed and b) teacher completers who are employed in a rural district as a teacher. The percentage of teachers working in a rural district is then calculated. The EPPs with the five highest percentages-are eligible to be recognized.

## **Preparing Educators for Long-term Success**

This dimension of high-performance identifies EPPs that prepare educators who continue working in Texas public schools for at least five years. The first measure identifies the percentage of teachers who were initially certified during a given academic year and were employed as regular classroom teachers in the next academic year. A teacher is considered retained only if they maintain continuous employment as a teacher in Texas public schools on a half-time or more basis. The number of teachers continuously employed as a teacher for five consecutive years is identified and used in this measure. Using the number of educators retained for five years and the original number of employed educators five years prior, the TEA computes a percentage. The standard for recognition on this measure is set at 85% or higher.

The second measure in the dimension is continued employment in any role in the Texas public education system. The calculation for this measure is similar to the prior measure; however, this measure reports the percentage of individuals originally certified as classroom teachers continuously employed in any role for five years. The standard for recognition on this measure is 85% or higher.

The third measure in this dimension is the employment of newly prepared principals. The calculation for this standard is the percentage of newly prepared principals working in a public school in Texas in an educational leadership role (principal, assistant principal, instructional leader, etc.) within three years of obtaining principal certification. The standard for recognition on this measure is 75%.

## **Innovative Educator Preparation**

The final dimension of recognition gives the SBEC the opportunity to designate EPPs that have implemented innovative approaches to educator preparation. Specific topic areas for innovation are updated using input from the SBEC. EPPs respond to a call for applications in a format and a timeline determined by TEA and the SBEC. EPPs must submit a complete set of materials to be eligible for recognition. TEA reviews applications for topic alignment and completeness. Appropriate applications are reviewed by an SBEC committee and approved by the full SBEC. Recognition is awarded at the discretion of the committee and the SBEC.

For the current Innovative Educator Preparation commendation, the SBEC seeks to recognize EPPs that engage in innovative development of EPP faculty and staff, field supervisors, and/or cooperating and mentor teachers, in alignment with current research and best practices. Examples include, but are not limited to, co-teaching models, coaching practices, high quality instructional materials implementation, and/or response to intervention (RTI).

# Chapter 9 – Determination of ASEP Index Score

## Overview

Per 19 TAC §229.4(b), the ASEP Index Score ~~is~~ may be used for accreditation status determination. This scoring system uses data from the seven ASEP Indicators along with differential weights to determine the total number of points possible for an EPP based on the data present, and the total number of points achieved. This section presents a description of the calculation, the weighting approach, special longitudinal considerations, and a worked example.

## Calculation

The ASEP indicators consist of seven separate performance measures. Per TEC, §21.045(a), disaggregated categories with respect to gender, race, and ethnicity are used in the determination of continuing accountability. For these categories, TEA uses the race, ethnicity, and gender designations defined in 19 TAC §229.2(14). The table below presents a matrix representation of this model.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for pedagogy tests							
1b: Certification examination results for content pedagogy tests							
2: Principal appraisal of the preparation of first-year teachers							
3: Improvement in student achievement of students taught by beginning teachers							
4a: Frequency and duration of field observations							
4b: Quality of field supervision							
5: Satisfaction of new teachers							

As described in the following section, weights are assigned to the individual measure. Additionally, a weight is assigned to the "All" category, separate from the individual demographic categories.

The total number of points achieved is calculated based on the EPP performance in each measure for each group. Values are assigned for each cell in the matrix based on the current year performance and performance in the most recent prior year for which the EPP had actionable data.



Performance	Value
Met Standard	1
Did Not Meet Standard and Met Standard in Prior Year	0
No Data/Small Group Exception	<blank>
Did Not Meet Standard and Did Not Meet Standard in most recent prior year for which the EPP had actionable data	-1

The total number of points achieved is then calculated by multiplying the individual cell by the measure weight and the demographic weight, and then summing all the cells. Blank cells are omitted from the sum.

The total number of points possible is calculated based on the data available. Cells are assigned a value of 1 if there is data available for the current academic year. Each cell is then multiplied by the measure weight and the demographic weight, and the cells are summed.

The percentage of points achieved is found by dividing the total number of points achieved by the total number of points possible and multiplying by 100. This value is then rounded to the nearest whole number.

## Weighting

The table below presents the measure weights.

ASEP Measure	Weight
1a: Certification examination results for pedagogy tests	4
1b: Certification examination results for content pedagogy tests	2
2: Principal appraisal of the preparation of first-year teachers	1
3: Improvement in student achievement of students taught by beginning teachers	3
4a: Frequency and duration of field observations	3
4b: Quality of field supervision	3
5: Satisfaction of new teachers	2

The table below presents the demographic group weights.

Group	Weight
All	6
Female	1
Male	1
African American	1
Hispanic / Latino	1
Other	1
White	1

## Worked Example

### Example Calculation: ASEP Index

Step 1: Identify the EPP results for all ASEP Indicators for all groups.

Step 2: Populate the results table.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for pedagogy tests	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)
1b: Certification examination results for content pedagogy tests	Met (1)	Met (1)	Did not meet (0)	Met (1)	Met (1)	Met (1)	Met (1)
2: Principal appraisal of the preparation of first-year teachers	Met (1)	Met (1)	Did not meet (0)	Met (1)	Did not meet (0)	Met (1)	Met (1)
3: Improvement in student achievement of students taught by beginning teachers	Report Only	Report Only	Report Only	Report Only	Report Only	Report Only	Report Only
4a: Frequency and duration of field observations	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)
4b: Quality of field supervision	Met (1)	No Data	No Data	No Data	No Data	No Data	No Data
5: Satisfaction of new teachers	Met (1)	Met (1)	Met (1)	Small Group	Did not meet (0)	Small Group	Met (1)

Note: Per 19 TAC §229.4(a)(3), Indicator 3 is not consequential for ASEP ratings until TEA has data necessary to calculate this performance standard for two years following the 2019-2020 academic year.

Step 3: Multiply each cell by the corresponding measure weight and demographic weight.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for pedagogy tests	24	4	4	4	4	4	4
1b: Certification examination results for content pedagogy tests	12	2	0	2	2	2	2
2: Principal appraisal of the preparation of first-year teachers	6	1	0	1	0	1	1

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
3: Improvement in student achievement of students taught by beginning teachers							
4a: Frequency and duration of field observations	18	3	3	3	3	3	3
4b: Quality of field supervision	18						
5: Satisfaction of new teachers	12	2	2		0		2

Step 4: Sum all the cells to find the total points achieved (152).

Step 5: Populate the data available table.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for pedagogy tests	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
1b: Certification examination results for content pedagogy tests	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
2: Principal appraisal of the preparation of first-year teachers	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
3: Improvement in student achievement of students taught by beginning teachers	No (0)	No (0)	No (0)	No (0)	No (0)	No (0)	No (0)
4a: Frequency and duration of field observations	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
4b: Quality of field supervision	Yes (1)	No (0)	No (0)	No (0)	No (0)	No (0)	No (0)
5: Satisfaction of new teachers	Yes (1)	Yes (1)	Yes (1)	No (0)	Yes (1)	No (0)	Yes (1)

Step 6: Multiply each cell by the corresponding measure weight and demographic weight.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for pedagogy tests	24	4	4	4	4	4	4
1b: Certification examination results for content pedagogy tests	12	2	2	2	2	2	2

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
2: Principal appraisal of the preparation of first-year teachers	6	1	1	1	1	1	1
3: Improvement in student achievement of students taught by beginning teachers							
4a: Frequency and duration of field observations	18	3	3	3	3	3	3
4b: Quality of field supervision	18						
5: Satisfaction of new teachers	12	2	2		2		2

Step 7: Sum all the cells to find the total points possible (158).

Step 8: Divide the points achieved by the points possible. Multiply by 100. Round to the nearest whole number.

$$\frac{\text{Number of ASEP Points Earned}}{\text{Number of ASEP Points Possible}} =$$

$$\frac{152}{158} \times 100 =$$

96.20%, which rounds to 96%

## Discussion of Ongoing State Board for Educator Certification Activities

November 16, 2023

### COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

**SUMMARY:** This item provides an opportunity for the committee to receive updates on current and upcoming State Board for Educator Certification (SBEC) activities and proposed SBEC rules and amendments.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), §§21.031, 21.035, 21.041, and 21.042.

TEC, §21.031, charges the SBEC with regulating and overseeing all aspects of the certification, continuing education, and standards of conduct of public school educators and ensuring that all candidates for certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of the state.

TEC, §21.035, requires Texas Education Agency (TEA) staff to provide administrative functions and services to the SBEC.

TEC, §21.041(a), authorizes the SBEC to adopt rules necessary to implement its own procedures.

TEC, §21.041(b)(1)–(4), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B; and requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates; the period for which each class of educator certificate is valid; and the requirements for the issuance and renewal of an educator certificate.

TEC, §21.041(c) and (d), authorizes the SBEC to adopt fees for the issuance and maintenance of an educator certificate and for the approval or renewal of an educator preparation program.

TEC, §21.042, requires the SBEC to submit a written copy of each rule it proposes to adopt to the State Board of Education (SBOE) for review.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**BACKGROUND INFORMATION AND JUSTIFICATION:** On May 30, 1995, the 74th Texas Legislature enacted Senate Bill 1, a revision of the TEC. The TEC, §21.031 and §21.041, establish and authorize the SBEC to adopt rules to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators. In addition, the 79th Texas Legislature enacted House Bill 1116, continuing the SBEC following sunset review. This legislation amended TEC, §21.035 to require the TEA to provide all administrative services and functions required by the SBEC. Most of these functions have been assigned to TEA's Department of Educator Preparation, Certification, and Enforcement.

Under TEC, §21.042, the SBEC must submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject the proposal by a vote of at least two-thirds of the members of the SBOE present and voting. If the SBOE fails to reject the rules contained in the proposal before the 90th

day after the date on which it receives the rules, the rules take effect as rules of the SBEC as provided by Chapter 2001, Government Code. The SBOE may not modify a rule proposed by the SBEC. Since 1996, the SBEC has submitted a number of rules it proposed to the SBOE for review.

**Staff Member Responsible:**

Emily Garcia, Associate Commissioner, Educator Preparation, Certification, and Enforcement

**Discussion of Proposed Amendment to 19 TAC Chapter 61, School Districts,  
Subchapter A, Board of Trustees Relationship, §61.2 Nomination of Trustees for Military  
Reservation School Districts and Boys Ranch Independent School District**

**November 16, 2023**

**COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION  
STATE BOARD OF EDUCATION: NO ACTION**

**SUMMARY:** This item provides an opportunity for the committee to discuss a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.2 Nomination of Trustees for Military Reservation School Districts and Boys Ranch Independent School District. The proposed amendment would reflect changes made by House Bill (HB) 4210, 88th Texas Legislature, Regular Session, 2023, to the State Board of Education's (SBOE's) process for appointing trustees for military reservation districts.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), [§11.352](#), as amended by HB 4210, 88th Texas Legislature, Regular Session, 2023.

TEC, [§11.352](#), as amended by HB 4210, 88th Texas Legislature, Regular Session, 2023, requires the SBOE to appoint a board of three or five trustees for each military reservation district.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**FUTURE ACTION EXPECTED:** The proposed amendment to [§61.2](#) will be presented for first reading and filing authorization at a future SBOE meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** TEC, [§11.352](#), requires the SBOE to appoint a board of three or five trustees for each military reservation district established under TEC, [§11.351](#). Enlisted personnel and officers may be appointed to the school board, but a majority of the trustees must be civilians. To be eligible to serve, one must either live or be employed on the military reservation. The trustees are selected from a list of people provided by the commanding officer of the military reservation.

HB 4210, 88th Texas Legislature, Regular Session, 2023, amended TEC, [§11.352\(b\)](#) and (c), to establish that a person who retires from active duty or civilian service while serving as a member of the board of trustees of a military reservation district may continue to serve for the remainder of his or her term. The bill also changed the SBOE's responsibility to adopt rules for the governance of special-purpose districts from permissive to required.

Section 61.2 was originally adopted effective September 1, 1996. It was amended effective December 20, 2010, and amended again effective March 7, 2012. It was amended most recently effective March 24, 2020.

**Staff Members Responsible:**

Steve Lecholop, Deputy Commissioner, Governance  
Christopher Lucas, Director, Policy, Planning, and Operations, Governance

**Attachment:**

Text of 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.2, Nomination of Trustees for Military Reservation School Districts and Boys Ranch Independent School District



**ATTACHMENT  
Text of 19 TAC**

**Chapter 61. School Districts**

**Subchapter A. Board of Trustees Relationship**

**§61.2. Nomination of Trustees for Military Reservation School Districts and Boys Ranch Independent School District.**

- (a) In nominating trustee candidates for military reservation school districts, the commanding officer of the military reservation shall do the following:
  - (1) submit a list to the commissioner of education with at least one nominee for each vacancy. A majority of the trustees appointed to the school board must be civilian, and all may be civilian. When two or more vacancies occur simultaneously, a list of at least one nominee for each vacancy shall be submitted. In cases when the commanding officer wishes to reappoint existing board members, a list of at least one nominee for each vacancy must still be submitted. Nominees not selected for existing vacancies may be resubmitted as candidates for subsequent vacancies. The commanding officer may rank in the order of preference the nominees submitted for each vacancy;
  - (2) submit a statement that verifies that each of the nominees is qualified under the general school laws of Texas and lives or is employed on the military reservation;
  - (3) submit a copy of a current biographical vita (resume) for each nominee, with a signature by the nominee attesting truth to the contents of the biographical vita;
  - (4) submit a statement from each nominee that expresses the nominee's willingness to accept appointment and to serve in such a capacity with full adherence to the state-established standards on the duties and responsibilities of school board members;
  - (5) submit a signed statement that expresses recognition of the powers of the board of trustees to govern and manage the operations of the military reservation school districts;
  - (6) submit a signed statement regarding the governance and management operations of the district that expresses recognition that the role of the commanding officer of the military reservation is limited only to the duty defined by statute in the process for appointing members of the board of trustees; and
  - (7) submit a statement that the membership composition of the entire board of trustees is in full compliance with the provisions of the Texas Education Code (TEC), §11.352.
- (b) In nominating trustee candidates for the Boys Ranch Independent School District (ISD), the president and chief executive officer of the Cal Farley's Boys Ranch shall do the following:
  - (1) submit a name to the commissioner for each vacancy. When two or more vacancies occur simultaneously, a name for each vacancy shall be submitted. In cases when the president and chief executive officer wishes to reappoint existing board members, the name of the existing board member for each vacancy must still be submitted;
  - (2) submit a statement that verifies that each of the nominees is qualified under the general school laws of Texas;
  - (3) submit a copy of a current biographical vita (resume) for each of the nominees, with a signature by the nominee attesting truth to the contents of the biographical vita;
  - (4) submit a statement from each of the nominees that expresses the nominee's willingness to accept appointment and to serve in such a capacity with full adherence to the state-established standards on the duties and responsibilities of school board members;
  - (5) submit a signed statement that expresses recognition of the powers of the board of trustees to govern and manage the operations of the Boys Ranch ISD;

- (6) submit a signed statement regarding the governance and management operations of the district that expresses recognition that the role of the superintendent is in full compliance with the provisions of the TEC, §11.201; and
  - (7) submit a statement that the membership composition of the entire board of trustees is in full compliance with the provisions of the TEC, §11.352.
- (c) A member of a board of trustees appointed under the TEC, §11.352, and this section will serve a term of two years. A member of the board of trustees, who during the period of the term of office resigns from office or experiences a change of status that disqualifies such member for appointment under the provisions of the TEC, shall become ineligible to serve at the time of the change of status. A board vacancy resulting from such resignation or disqualification shall be filled in accordance with the procedures established under the TEC, §11.352, and this section.

**Discussion of Proposed Amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members**

November 16, 2023

**COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION  
STATE BOARD OF EDUCATION: NO ACTION**

**SUMMARY:** This item provides an opportunity for the committee to discuss a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members. The proposed amendment would update the requirements to be a provider of school board member training.

**STATUTORY AUTHORITY:** Texas Education Code (TEC), [§11.159](#).

TEC, §11.159, requires the SBOE to provide a training course for independent school district trustees.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**FUTURE ACTION EXPECTED:** The proposed amendment to §61.1 will be presented for first reading and filing authorization at a future meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** TEC, §11.159, Member Training and Orientation, requires the SBOE to provide a training course for school board trustees. Section 61.1 addresses this statutory requirement. School board trustee training under current SBOE rule includes a local school district orientation session; a basic orientation to the TEC; an annual team-building session with the local school board and the superintendent; specified hours of continuing education based on identified needs; training on evaluating student academic performance; training on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children; and training on school safety. In addition to establishing the conditions for the training courses required for school district trustees, §61.1 establishes the criteria for both registered providers of school board training and authorized providers of school board training.

The SBOE's Committee of the Full Board most recently discussed §61.1 at its January 2023 meeting.

**Staff Members Responsible:**

Steve Lecholop, Deputy Commissioner, Office of Governance

Christopher Lucas, Director, Policy, Planning, and Operations, Office of Governance

**Attachment:**

Text of 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members

**ATTACHMENT  
Text of 19 TAC**

**Chapter 61. School Districts**

**Subchapter A. Board of Trustees Relationship**

**§61.1. Continuing Education for School Board Members.**

- (a) Under the Texas Education Code (TEC), §11.159, the State Board of Education (SBOE) shall adopt a framework for governance leadership to be used in structuring continuing education for school board members. The framework shall be posted to the Texas Education Agency (TEA) website and shall be distributed annually by the president of each board of trustees to all current board members and the superintendent.
- (b) The continuing education required under the TEC, §11.159, applies to each member of an independent school district board of trustees.
  - (1) Each school board member of an independent school district shall complete a local district orientation.
    - (A) The purpose of the local orientation is to familiarize new board members with local board policies and procedures and district goals and priorities.
    - (B) A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed school board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.
    - (C) The orientation shall be at least three hours in length.
    - (D) The orientation shall address local district practices in the following, in addition to topics chosen by the local district:
      - (i) curriculum and instruction;
      - (ii) business and finance operations;
      - (iii) district operations;
      - (iv) superintendent evaluation; and
      - (v) board member roles and responsibilities.
    - (E) Each board member should be made aware of the continuing education requirements of this section and those of the following:
      - (i) open meetings act in Texas Government Code, §551.005;
      - (ii) public information act in Texas Government Code, §552.012; and
      - (iii) cybersecurity in Texas Government Code, §2054.5191.
    - (F) The orientation shall be open to any board member who chooses to attend.
  - (2) Each school board member of an independent school district shall complete a basic orientation to the TEC and relevant legal obligations.
    - (A) The orientation shall have special, but not exclusive, emphasis on statutory provisions related to governing Texas school districts.
    - (B) A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed school board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

- (C) The orientation shall be at least three hours in length.
  - (D) Topics shall include, but not be limited to, the TEC, Chapter 26 (Parental Rights and Responsibilities), and the TEC, §28.004 (Local School Health Advisory Council and Health Education Instruction).
  - (E) The orientation shall be provided by a regional education service center (ESC).
  - (F) The orientation shall be open to any board member who chooses to attend.
  - (G) The continuing education may be fulfilled through online instruction, provided that the training incorporates interactive activities that assess learning and provide feedback to the learner and offers an opportunity for interaction with the instructor.
  - (H) The ESC shall determine the clock hours of training credit to be awarded for successful completion of an online course and shall provide verification of completion as required in subsection (h) of this section.
- (3) After each session of the Texas Legislature, including each regular session and called session related to education, each school board member shall complete an update to the basic orientation to the TEC.
- (A) The update session shall be of sufficient length to familiarize board members with major changes in statute and other relevant legal developments related to school governance.
  - (B) The update shall be provided by an ESC or a registered provider, as defined by subsection (c) of this section.
  - (C) A board member who has attended an ESC basic orientation session described in paragraph (2) of this subsection that incorporated the most recent legislative changes is not required to attend an update.
  - (D) The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.
  - (E) The ESC or registered provider shall determine the clock hours of training credit to be awarded for successful completion of an online course and shall provide verification of completion as required in subsection (h) of this section.
- (4) The entire board shall participate with their superintendent in a team-building session.
- (A) The purpose of the team-building session is to enhance the effectiveness of the board-superintendent team and to assess the continuing education needs of the board-superintendent team.
  - (B) The session shall be held annually.
  - (C) The session shall be at least three hours in length.
  - (D) The session shall include a review of the roles, rights, and responsibilities of a local board as outlined in the framework for governance leadership described in subsection (a) of this section.
  - (E) The assessment of needs shall be based on the framework for governance leadership described in subsection (a) of this section and shall be used to plan continuing education activities for the year for the governance leadership team.
  - (F) The team-building session shall be provided by an ESC or a registered provider as described in subsection (c) of this section.
  - (G) The superintendent's participation in team-building sessions as part of the continuing education for board members shall represent one component of the superintendent's ongoing professional development.

- (5) In addition to the continuing education requirements in paragraphs (1) through (4) of this subsection, each board member shall complete additional continuing education based on the framework for governance leadership described in subsection (a) of this section.
- (A) The purpose of continuing education is to address the continuing education needs referenced in paragraph (4) of this subsection.
  - (B) The continuing education shall be completed annually.
  - (C) In a board member's first year of service, he or she shall complete at least ten hours of continuing education in fulfillment of assessed needs.
  - (D) Following a board member's first year of service, he or she shall complete at least five hours of continuing education annually in fulfillment of assessed needs.
  - (E) A board president shall complete continuing education related to leadership duties of a board president as some portion of the annual requirement.
  - (F) At least 50% of the continuing education shall be designed and delivered by persons not employed or affiliated with the board member's local school district. No more than one hour of the required continuing education that is delivered by the local district may utilize self-instructional materials.
  - (G) The continuing education shall be provided by an ESC or a registered provider, as defined by subsection (c) of this section.
  - (H) The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.
  - (I) The ESC or registered provider shall determine the clock hours of training credit to be awarded for successful completion of an online course and shall provide verification of completion as required in subsection (h) of this section.
- (6) Each school board member shall complete continuing education on evaluating student academic performance and setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness.
- (A) The purpose of the training on evaluating student academic performance is to provide research-based information to board members that is designed to support the oversight role of the board of trustees outlined in the TEC, §11.1515.
  - (B) The purpose of the continuing education on setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness is to facilitate boards meeting the requirements of TEC, §11.185 and §11.186.
  - (C) A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed school board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.
  - (D) The continuing education shall be completed every two years.
  - (E) The training shall be at least three hours in length.
  - (F) The continuing education required by this subsection shall include, at a minimum:
    - (i) instruction in school board behaviors correlated with improved student outcomes with emphasis on:
      - (I) setting specific, quantifiable student outcome goals; and
      - (II) adopting plans to improve early literacy and numeracy and college, career, and military readiness for applicable student groups evaluated in

the Closing the Gaps domain of the state accountability system established under TEC, Chapter 39;

- (ii) instruction in progress monitoring practices to improve student outcomes; and
  - (iii) instruction in state accountability with emphasis on the Texas Essential Knowledge and Skills, state assessment instruments administered under the TEC, Chapter 39, and the state accountability system established under the TEC, Chapter 39.
- (G) The continuing education shall be provided by an authorized provider as defined by subsection (d) of this section.
- (H) If the training is attended by an entire school board and its superintendent, includes a review of local school district data on student achievement, and otherwise meets the requirements of subsection (b)(4) of this section, the training may serve to meet a school board member's obligation to complete training under subsection (b)(4) and (6) of this section, as long as the training complies with the Texas Open Meetings Act.
- (7) Each board member shall complete continuing education on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children in accordance with TEC, §11.159(c)(2).
- (A) A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed school board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.
  - (B) The training shall be completed every two years.
  - (C) The training shall be at least one hour in length.
  - (D) The training must familiarize board members with the requirements of TEC, §38.004 and §38.0041, and §61.1051 of this title (relating to Reporting Child Abuse or Neglect, Including Trafficking of a Child).
  - (E) The training required by this subsection shall include, at a minimum:
    - (i) instruction in best practices of identifying potential victims of child abuse, human trafficking, and other maltreatment of children;
    - (ii) instruction in legal requirements to report potential victims of child abuse, human trafficking, and other maltreatment of children; and
    - (iii) instruction in resources and organizations that help support victims and prevent child abuse, human trafficking, and other maltreatment of children.
  - (F) The training sessions shall be provided by a registered provider as defined by subsection (c) of this section.
  - (G) This training may be completed online, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.
  - (H) The registered provider shall determine the clock hours of training credit to be awarded for successful completion of an online course and shall provide verification of completion as required in subsection (h) of this section.
- (c) For the purposes of this section, a registered provider has demonstrated proficiency in the content required for a specific training. A private or professional organization, school district, government agency, college/university, or private consultant shall register with the TEA to provide the board member continuing education required in subsection (b)(3), (5), and (7) of this section.

- (1) The registration process shall include documentation of the provider's training and/or expertise in the activities and areas covered in the framework for governance leadership.
  - (2) An updated registration shall be required of a provider of continuing education every three years.
  - (3) A school district that provides continuing education exclusively for its own board members is not required to register.
  - (4) An ESC is not required to register under this subsection.
- (d) An authorized provider meets all the requirements of a registered provider and has demonstrated proficiency in the content required in subsection (b)(4) and (6) of this section. Proficiency may be demonstrated by completing a TEA-approved train-the-trainer course that includes evaluation on the topics and following a review of the provider's qualifications and course design, or through other means as determined by the commissioner.
- (1) A private or professional organization, school district, government agency, college/university, or private consultant may be authorized by TEA to provide the board member training required in subsection (b)(4) and (6) of this section.
  - (2) An ESC shall be authorized by TEA to provide the board member training required in subsection (b)(4) and (6) of this section.
  - (3) The authorization process shall include documentation of the provider's training and/or expertise in the activities and areas covered in the framework for governance leadership.
  - (4) An updated authorization shall be required of a provider of training every three years.
- (e) No continuing education shall take place during a school board meeting unless that meeting is called expressly for the delivery of board member continuing education. However, continuing education may take place prior to or after a legally called board meeting in accordance with the provisions of the Texas Government Code, §551.001(4).
- (f) An ESC board member continuing education program shall be open to any interested person, including a current or prospective board member. A district is not responsible for any costs associated with individuals who are not current board members.
- (g) A registration fee shall be determined by ESCs to cover the costs of providing continuing education programs offered by ESCs.
- (h) For each training described in this section, the provider of continuing education shall provide verification of completion of board member continuing education to the individual participant and to the participant's school district. The verification must include the provider's authorization or registration number.
- (i) To the extent possible, the entire board shall participate in continuing education programs together.
- (j) At the last regular meeting of the board of trustees before an election of trustees, the current president of each local board of trustees shall announce the name of each board member who has completed the required continuing education, who has exceeded the required hours of continuing education, and who is deficient in meeting the required continuing education as of the anniversary of the date of each board member's election or appointment to the board or two-year anniversary of his or her previous training, as applicable. The announcement shall state that completing the required continuing education is a basic obligation and expectation of any sitting board member under SBOE rule. The minutes of the last regular board meeting before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment or two-year anniversary of his or her previous training, as applicable. The president shall cause the minutes of the local board to reflect the announcement and, if the minutes reflect that a trustee is deficient in training as of the anniversary of his or her joining the board, the district shall post the minutes on the district's Internet website within 10 business days of the meeting and maintain the posting until the trustee meets the requirements.



- (k) Annually, the SBOE shall commend those local board-superintendent teams that complete at least eight hours of the continuing education specified in subsection (b)(4) and (5) of this section as an entire board-superintendent team.
- (l) Annually, the SBOE shall commend local board-superintendent teams that effectively implement the commissioner's trustee improvement and evaluation tool developed under the TEC, §11.182, or any other tool approved by the commissioner.
- (m) This section will be implemented May 1, 2020. This section as it read prior to adoption by the SBOE at its January 2020 meeting controls continuing education for school board members until May 1, 2020.

## **Discussion of Revisions to Required School Safety Training for School District Trustees**

**November 16, 2023**

### **COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION**

**SUMMARY:** This item provides an opportunity for the committee to discuss revisions and provide feedback to the school safety training curriculum for school district trustees.

**STATUTORY AUTHORITY:** Texas Education Code ([TEC](#)), [11.159\(b-1\)](#).

TEC, §11.159(b-1), requires the State Board of Education (SBOE) to require a trustee to complete training on school safety. The SBOE, in coordination with the Texas School Safety Center, must develop the curriculum and materials for the training.

The full text of statutory citations can be found in the statutory authority section of this agenda.

**BACKGROUND INFORMATION AND JUSTIFICATION:** House Bill 690, passed by the 87th Texas Legislature, Regular Session, 2021, requires the SBOE to require a trustee to complete training on school safety. The SBOE coordinates with the Texas School Safety Center to develop the curriculum and materials for the training.

In November 2021, the SBOE approved the school safety training and made it available on TEA Learn in February 2022. The SBOE adopted rules governing the new school safety training in 19 TAC §61.3 which became effective on May 31, 2022.

#### **Staff Members Responsible:**

John Scott, Chief of School Safety and Security

Christopher Lucas, Director, Policy, Planning, and Operations, Governance

# **INFORMATION MATERIALS**

**STATE BOARD OF EDUCATION OPERATING RULES**  
(amended February 2, 2023)

**CHAPTER 1. BOARD ORGANIZATION**

*The statutory citation for this chapter is the Texas Education Code, §7.107.*

**§1.1. Officers of the Board.**

(a) Selection.

- (1) The vice chair and secretary of the board shall be elected by a majority vote in accordance with Texas Education Code, §7.107, to serve for a term of two years and until their successors are elected.
- (2) Either of these officers may be removed from office by a vote of not less than two-thirds of the membership of the board.
- (3) In case of death or resignation of the vice chair or the secretary of the board, the board shall elect by a majority vote a board member to fill the vacancy for the unexpired term of that officer at the next board meeting.

(b) Duties.

- (1) Chair. The chair shall preside at meetings and perform all other duties prescribed by law, by board rule, or by board direction.
- (2) Vice chair. The vice chair shall perform the duties of the chair in case of absence or disability of the chair and other duties as the chair may request. Should the office of the chair become vacant, the vice chair shall serve as chair until a successor has been appointed by the governor.
- (3) Secretary. The secretary shall perform all duties as required by law and such other duties as the chair may request.

**§1.2. Committees of the Board.**

- (a) The standing committees of the board and their areas of oversight are:

**Committee of the Full Board**

1. Establishment of essential knowledge and skills (TEKS)
2. Instructional materials proclamations and adoption of instructional materials
3. Consideration of the Commissioner of Education's open-enrollment charter school proposals

**Committee on Instruction**

1. Establishment of curriculum and graduation requirements
2. Curriculum implementation (including credit by examination, Texas Advanced Placement Incentive Program, and procedures concerning dyslexia and related disorders)
3. Student assessment program implementation
4. General education
5. Education of individuals with disabilities
6. Gifted and talented education
7. Adult education
8. Library standards
9. Texas School for the Blind and Visually Impaired/Texas School for the Deaf

**Committee on School Finance/Permanent School Fund**

1. State and federal funding issues
2. Financial budgeting, reporting, and regulation
3. Contract and grant approval
4. Instructional materials financing and operations
5. Community education funding
6. Oversight of the Bond Guarantee Program including coordination with the TEA and the Texas Permanent School Fund Corporation (Texas PSF)
7. Oversight of the Texas PSF, including receipt of required reports
8. Review of nominations for gubernatorial appointments: Teacher Retirement System, School Land Board

**Committee on School Initiatives**

1. Long-range plans required by statute
2. Educational technology and telecommunications
3. Updates regarding open-enrollment application cycles and processes
4. School safety and items pertaining to the Texas school safety center and recommendations from the chief of school safety and security
5. State Board for Educator Certification rules review
6. School board member training policy
7. Hearing examiners
8. Military reservation and special purpose school districts
9. Extracurricular activities
10. Home-rule school district probation and revocation

- (b) Amendments to the areas of committee oversight reflecting new or changing board responsibilities may be made during the board's periodic operating rules review or by means of resolution addressing the change in responsibilities should such change occur between the operating rules review.
- (c) Committees may receive information, investigate, study and report to the board. The board may from time to time define by resolution the areas of oversight of each committee as may be necessary. Each committee shall review and make recommendations on the board agenda items falling under its areas of oversight; except that the chair of the board, in consultation with the respective committee chair, may designate any board agenda item for review and recommendation by the Committee of the Full Board.
- (d) The Committee of the Full Board shall be composed of all members of the board, and the chair of the board shall be the chair of the Committee of the Full Board.
- (e) The Committees on Instruction, School Finance/Permanent School Fund, and School Initiatives shall be composed of five members selected by the officers of the board. Each member will serve on one committee in addition to the Committee of the Full Board. The officers of the board shall request in writing the committee choices of the members ranked in order of preference and shall make committee assignments in the public view for terms of two years at the organizational meeting after the qualification of new members as the next order of business following election of board officers and adoption of rules. Vacancies shall be filled in a similar fashion. In addition to preference, the officers of the board shall consider relevant qualifications specific to a committee assignment in making committee assignments.
- (f) Each committee shall elect a chair from among its members and the chair may appoint a vice chair. An officer of the board is not eligible to serve as the chair of a standing committee. Should the committee chair be unable or unwilling to continue to serve as chair, the chairman of the board shall declare a vacancy and a new election shall be held by the committee.
- (g) Ad hoc committees (i.e., task forces) may be constituted from time to time as directed by a vote of the board or by the chair to perform such duties as the board or chair may assign. The personnel and length of service of ad hoc committees shall be designated by the chair unless otherwise directed by a vote of the board. No action taken by any ad hoc committee shall be final or binding upon the board unless otherwise directed by a vote of the board.
- (h) Occasionally, committees may find it necessary to request legal opinions, comprehensive studies, or reports to be prepared by the staff to aid the committees in their deliberations. To ensure clarity and coordination, all such requests shall be directed to State Board of Education Support staff and shall be reflected in the minutes of the committee meeting. The Chair or the Commissioner may request that the Attorney General issue an opinion under Texas Government Code §402.042.
- (i) The members appointed to the Committee on School Finance/Permanent School Fund will serve as the members of the board of directors of the Texas PSF that are appointed by the SBOE as provided under Texas Education Code §43.053(a)(1) and will cease to serve as a director upon the expiration of his or her term of service or other separation from such committee in accordance with these rules as provided under 19 TAC Chapter 33, Texas Permanent School Fund Corporation, §33.21.

**§1.3. Board Member Seating Selection.**

With the exception of the chair, vice chair, and secretary, the seating of board members will be by State Board of Education districts. The seating for the remaining 12 members will be rotated annually at the first board meeting of the calendar year. Any member with a special need may exchange seats with another board member who is in agreement with that exchange.

## CHAPTER 2. MEETINGS

*The statutory citations for this chapter are the Texas Education Code, §§7.055, 7.106, 7.107, 7.110, and 39.030, and the Texas Government Code, Title 5, Open Government; Ethics, Subtitle A, Open Government, Chapter 551, Open Meetings.*

### **§2.1. Regular Meetings of the Board.**

In accordance with Texas Education Code, §7.106, at least four regular meetings of the board a year shall be held in Austin, Texas. If a quorum is not present for a meeting, the meeting shall be recessed or adjourned and all items on the agenda shall be heard at a subsequent meeting.

### **§2.2. Special Meetings of the Board.**

Special meetings of the board may be held at times and places as ordered by the chair during a regular meeting, or special meetings may be called by the chair of the board to be held at a time and place the chair shall designate.

### **§2.3. Open Meetings.**

Regular, special, and committee meetings of the board shall be open to the public; however, the board or board committees may meet in executive session in accordance with law and these rules. Open meetings of the board and standing committees shall be broadcast live over the Internet. The chair may limit in-person attendance at a meeting to ensure health and safety of board members and members of the public. In such instances, governor's orders shall be followed, and members of the public shall be given access to view all portions of the meetings virtually.

### **§2.4. Executive Sessions.**

Executive sessions of the board or of board committees are meetings with only board members and persons authorized by law. Executive sessions shall be held in accordance with Texas Government Code, Chapter 551, Open Meetings.

### **§2.5. Agendas.**

- (a) The chair has the primary responsibility for creating the SBOE meeting agendas. This includes the SBOE agenda, the Committee of the Full Board agenda, and all committee agendas. Other than as provided in this subsection and subsections (b) and (c) of this section, all agenda items are subject to the approval of the chair. If a member wishes an item to be placed on the agenda of the Committee of the Full Board, the member should request in writing that the chair place the item on the agenda. The chair will respond in writing whether or not the item will be placed on the agenda. If the chair declines in writing to place the item on the agenda, the member may make a motion during a board meeting to include the item on the agenda. If the board approves the request, it is placed on the agenda of the Committee of the Full Board for the next meeting.
- (b) The chairs of the Committee on Instruction, Committee on School Finance/Permanent School Fund, Committee on School Initiatives, and ad hoc committees shall collaborate with the board chair regarding items to be placed on their respective committee agendas. Committee agendas shall include statutorily mandated motions, items assigned to the



committee by the board chair, items posted at the discretion of the committee chair and items voted on as set out in subsection (c) below. Committee chairs may post discussion items per their discretion, but action items must be approved by the board chair, subject to the process set out in (c) below.

- (c) Any member of the board may request that a committee chair place an item on the agenda of that chair's committee, other than the Committee of the Full Board, as either a discussion item or an action item. If the committee chair agrees, the item is placed on the agenda of that chair's committee in accordance with the member's request, subject to the approval of the board chair. If the committee chair denies the member's request, the member may appeal the denial to the board chair. If the board chair denies the request, the member may appeal the denial to the board. If the board approves the request, it is placed on the agenda of the committee to which the request was made at the next meeting of that committee.
- (d) A subject on the agenda that is outside the scope of the board's authority may only be considered by the board or the Committee of the Full Board by a vote of a majority of the membership of the board. The chair, in consultation with Agency legal counsel, shall make a determination regarding whether an item is outside the scope of the board's authority when preparing the agenda. Any member may move to place an item determined by the chair to be outside the scope of the board's authority on the agenda for a subsequent meeting.
- (e) The commissioner of education shall prepare and submit to each member of the board, prior to each meeting, a draft agenda schedule listing item titles with short summaries of each item. Materials supplementing the agenda may be included as attachments.
- (f) Official agendas and agenda attachments will be available one week before the board meeting. Any items submitted after this deadline may be considered at the next board meeting.

**§2.6. Official Transaction of Business.**

- (a) The board shall transact official business only when in session with a quorum present. Unless otherwise provided by law, in order for a board action to be final, it must be approved by a majority of the board members present and voting.
- (b) The chair may authorize the board to meet via remote video or web conference. As required by Government Code §551.127(c), if videoconference calling technology is used, the meeting location where the presiding officer of the meeting is present must be open to the public, except during executive sessions. The chair may limit the number of remote conference locations in the interest of decorum and capacity.
- (c) The chair may modify procedures for conducting meetings of the board if emergency protocols are enacted by the governor related to a pandemic or similar event. In such instances, governor's orders and emergency rules shall be followed.
- (d) A board member who wishes to participate in a meeting virtually shall notify the board chair and the State Board of Education Support office at least five business days prior to the start of the full board meeting during which the member will need to participate virtually. In the event of an emergency, every effort will be made to accommodate the board member. If a board member participates in a meeting virtually, the board member

must be visible by video and must have capabilities to be heard by other board members and members of the public. A member who is not present on camera during a vote of the board will be noted as absent for the vote.

- (e) No posters, props, or other visual displays are allowed by board members within the meeting rooms or at remote locations without permission from the presiding chair.
- (f) The presiding chair shall designate the area inside the velvet ropes as the bar of the meeting (the only place where discussion and votes may take place). Members of the public shall not enter areas of the bar of the meeting space designated for SBOE members only and shall not impede or interfere with the movement of SBOE members to or from designated areas. At the start of each meeting, the presiding chair shall inform members of the public that the bar has been established, that they are not permitted inside the bar, and that they may not limit members' movements to or from the bar.
- (g) For the sake of expediency, each board member shall be limited to 10 minutes of questions and discussion on each agenda item.

**§2.7. Rules of Order.**

- (a) The board shall observe *Robert's Rules of Order, Newly Revised*, except as otherwise provided by board rules or by statute.
- (b) The presiding chair shall preserve order and decorum during meetings by informing all individuals in attendance of the rules of decorum and providing notice that written rules are posted at the entrance to the room and in the room. The presiding chair shall also provide notice that an individual who does not comply with the rules of decorum may be removed from the meeting. In case of disturbance or disorderly conduct in the public gallery, the chair may order that any disruptive individuals be cleared from the area.
- (c) Members in the audience shall not distract or disrupt SBOE members or others in the audience during a meeting. Anyone needing to engage in a conversation should quietly exit the meeting room to a public space. If, after at least one warning from the presiding officer, any individual continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from law enforcement officials to have the individual removed from the meeting.
- (d) No signs, placards, flags, noisemakers, or other objects of a similar nature shall be permitted in the audience gallery area.
- (e) No applause, outburst, other demonstration, or disruption by any spectator shall be permitted during any portion of any State Board of Education meeting. After warnings to the audience to refrain from such demonstrations, the presiding chair may direct that disruptive individuals in the gallery area be removed as necessary to preserve decorum during meetings. If, after at least one warning from the presiding officer, any individual continues to disrupt a meeting by his or her words or actions, the presiding officer may direct that the individual be removed as necessary to preserve decorum during meetings.
- (f) Supporters of a testifier may not gather behind the podiums used for testimony. Testifiers are free to use a portion of their testimony time to acknowledge supporters seated in the audience.

**§2.8. Minutes.**

The official minutes of the board shall be kept by the office of the commissioner of education or the commissioner's designee and shall be available to any citizen desiring to examine them. Official minutes are those which the board has approved, and which carry the original signature of the secretary of the board.

**§2.9. Resolutions.**

- (a) A member wishing to offer a resolution shall give notice of the resolution by submitting a copy to the chair and the State Board of Education Support staff not less than four weeks prior to the Monday of the week during which the meeting at which the resolution is to be considered. The board shall consider the resolution and any germane amendments at the next meeting following such notice.
- (b) Titles for congratulatory, commendatory or other non-substantive resolutions shall be submitted by the timelines prescribed in this section with resolution text following a date and time consistent with the staff's pre-meeting preparation timeline.
- (c) The board may consider a resolution which expresses an opinion related to specific instructional materials or which expresses concerns as to the appropriateness of specific instructional materials for certain ages or populations. Resolutions considered under this subsection must conform to the following:
  - (1) The resolution shall be submitted in compliance with subsection (a) of this section.
  - (2) Board action on a resolution expressing an opinion related to specific instructional materials may only be considered after final action has been taken concerning placement of the specific instructional materials on the list of adopted instructional materials for use in the public schools of Texas. Board action relative to instructional materials resolutions must take place within 90 days of adoption of the specific instructional materials under 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, §66.66(b).
  - (3) Nothing in the resolution shall be construed to replace or modify any final action taken by the board under 19 TAC Chapter 66.
  - (4) The board may adopt a resolution expressing an opinion related to instructional materials based on the following criteria:
    - (A) Instructional materials should present the most current factual information accurately and objectively without editorial opinion or bias by the authors. Theories should be clearly distinguished from fact and presented in an objective educational manner. Materials should focus on scientific processes and recognize the ongoing process of scientific discovery and change over time in the natural world.
    - (B) Instructional materials should promote citizenship, patriotism, democracy, understanding of the essentials and benefits of the free enterprise system, respect for recognized authority, and respect for individual rights. The materials should not include selections or works that encourage or condone civil disorder, social strife, or disregard of the law. Violence, if it appears,

should be treated in the context of its cause and consequence. It should not appear for reasons of unwholesome excitement or sensationalism.

- (i) Instructional materials should present positive aspects of the United States and Texas and its heritage and abundant natural resources.
  - (ii) When significant political or social movements in history generate no clear consensus, instructional materials should present balanced and factual treatment of the positions.
  - (iii) Free enterprise means an economic system characterized by private or corporate ownership of capital goods; investments that are determined by private decision rather than by state control; and prices, production, and the distribution of goods that are determined in a free market.
- (C) Instructional materials should not include blatantly offensive language or illustrations.
- (D) Instructional materials should treat divergent groups fairly without stereotyping and reflect the positive contributions of all individuals and groups to the American way of life. Illustrations and written materials should avoid bias toward any particular group or individual and present a wide range of goal choices. Particular care should be taken in the treatment of ethnic groups, issues related to the aging and aged, roles of men and women, the dignity of workers, and respect for the work ethic.
- (i) Instructional materials should not encourage lifestyles deviating from generally accepted standards of Texas society.
  - (ii) Instructional materials should provide an objective view of cultural confluence and include information needed to develop mutual understanding and respect among all elements of our population. Materials should reflect an awareness that culture and language variation does exist and can be used to promote successful learning.
  - (iii) Instructional materials should present examples of men and women participating in a variety of roles and activities and also shall present the economic, political, social, and cultural contributions of men and women, past and present.
  - (iv) Instructional materials that treat aspects of the world of work should reflect the positive contributions of all types of careers to the American economic system and way of life. People presented should reflect varieties of work and be treated without bias toward particular kinds of work.
  - (v) Instructional materials should present traditional and contemporary roles of men, women, boys, and girls.
  - (vi) Instructional materials should present balanced treatment of issues related to aging and the aged.
  - (vii) Instructional materials shall present factual information, avoid bias, and encourage discussion.

- (5) A representative of the publisher of the specific instructional material shall be given the opportunity to address the board prior to action by the board on such a resolution.
- (6) A copy of any resolution passed by the board expressing an opinion related to specific instructional material shall be provided to the board president and superintendent of each school district in Texas.

**§2.10. Oral Public Testimony in Connection with Regular Board and Committee Meetings.**

(a) General Provisions.

- (1) In accordance with Texas Education Code, §7.110, the board shall provide opportunity for oral public testimony at regular committee meetings, special meetings, and at regularly scheduled meetings of the State Board of Education.
- (2) Work session and ad hoc committee meetings are exempt from this requirement.
- (3) The presiding chair shall take appropriate action to avoid unduly repetitious testimony.
- (4) The presiding chair shall assure that members of the public with differing viewpoints have reasonable access to address the board and take steps to ensure that individuals will be given priority over registered lobbyists.
- (5) The presiding chair shall determine which speakers will be heard and the order in which they will be heard if the number exceeds that number which may reasonably be expected to testify in the allotted time for presentations. The presiding chair shall also determine whether speakers who did not register or who registered late will be heard and whether persons asking to testify as a substitute for a registered speaker may do so.
- (6) The board, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.
- (7) At the start of public testimony or a public hearing, the presiding chair shall announce that testimony will be heard for a maximum of two consecutive hours at which time a recess of at least 15 minutes will be observed. Testimony will continue in this manner until such time as all registered testifiers have been permitted to speak. The presiding chair shall also announce that reasonable lunch and dinner breaks will be observed.

(b) Registration Procedures.

- (1) Individuals may register between the hours of 8 a.m. (Central Time) on the Monday preceding the board meeting and 5 p.m. on the Friday preceding the board meeting on the agency website at [Operating Rules](#) or, during normal operating hours, by telephone at (512) 463-9007 or in person at the William B. Travis (WBT) State Office Building, 1701 N. Congress, room 1-109, Austin, Texas 78701.
- (2) The speaker shall provide his or her name and organizational affiliation, if any, contact telephone number, mailing address, email address, and indicate which item or topic the speaker will address and viewpoint on the topic; and the speaker will disclose if he or she is a lobbyist registered with the Texas Ethics Commission.
- (3) Those registering online will receive an email confirming the registration during the next business day.
- (4) Registrations will be listed based upon registration date and time or alternating points of view in order of registration date and time.
- (5) Late registration will be accepted until 30 minutes before the scheduled start of a meeting, however late registrants are not guaranteed an opportunity to testify due to time constraints.
- (6) Speakers will be informed if it appears that time constraints will not permit all speakers to make their presentation within the allotted time.
- (7) All speakers may provide an electronic copy of their testimony. Registered speakers who are unable to make their presentations due to time constraints are encouraged to provide an electronic copy of their testimony for distribution to board members and agency executive staff. Written testimony will not be attached to committee minutes.

(c) Oral Public Testimony to Committees.

- (1) Oral public testimony to committees is limited to the topics posted for action or discussion on committee agendas at that specific committee meeting.
- (2) In order to maximize the total number of testifiers who are able to provide oral testimony, two-minute time limits on individual oral testimony will be imposed unless modified by the presiding chair.
- (4) The presiding chair shall designate whether oral public testimony shall be taken at the beginning of the meeting or at the time the related item is taken up by the committee.
- (5) The presiding chair shall take steps to ensure that individuals will be given priority over registered lobbyists. The committee, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.

(d) Oral Public Testimony to the General Meeting of the Board.

- (1) Oral public testimony at general meetings of the State Board of Education is limited to topics that are *not* posted for action or discussion at the corresponding regular committee meetings or information published in the information section of the agenda.
- (2) Thirty (30) minutes shall be allotted for oral public testimony, excluding the questions and answers, at the beginning of each board meeting, unless modified by a majority vote of the board. Two-minute time limits on individual oral testimony will be imposed unless modified by the presiding chair. Testimony invited by board members shall not be counted against the time allotted for oral public testimony. Agency staff shall inform the presiding chair and any affected registered speakers prior to the meeting if time constraints may not allow some registered speakers to testify.
- (3) The presiding chair shall take steps to ensure that individuals will be given priority over registered lobbyists. The board, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.

**§2.11. Written Testimony in Connection with Regular Board and Committee Meetings.**

- (a) Persons may file written testimony with regard to any committee or board agenda item. Any written testimony or comments shall identify the date of the meeting; the subject of the comments; the name of the author; the name of the author's organizational affiliation, if any; and indicate whether the author is a lobbyist registered with the Texas Ethics Commission.
- (b) If the written testimony is submitted at the regular board or committee meeting, an electronic copy may be provided for distribution to board members and agency executive staff. Written testimony will not be attached to the board minutes.
- (c) Persons who are unable to attend or to testify at a committee or board meeting due to time constraints may provide an electronic copy of their testimony to agency staff for distribution to board members and agency executive staff.

**§2.12. Public Hearings.**

- (a) Types of Public Hearings.
  - (1) Hearings regarding proposed board rules. The board shall conduct a public hearing on a substantive rule if a hearing is requested by at least 25 persons, a governmental subdivision or agency, or an association having at least 25 members. Testimony is restricted to comments regarding the proposed action. The hearing must be set to take place before any action is adopted. The public hearing shall be conducted before the appropriate board committee as determined by the board chair in accordance with the areas of oversight defined in board operating rules.
  - (2) Other types of hearings. The board may also hold public hearings on proposed actions, such as those relating to adoption of Texas Essential Knowledge and Skills (TEKS) and instructional materials issues. The public hearing shall be conducted before the appropriate board committee as determined by the board chair in accordance with the areas of oversight defined in board operating rules. Public

hearings regarding the instructional materials adoption process are governed by 19 TAC §66.60. Public hearings regarding revision of the TEKS are governed by the SBOE-approved TEKS Review and Revision Process.

- (b) Speakers shall preregister in accordance with the procedures set out in §2.10(b).
- (c) The presiding chair shall establish the procedures for conducting the public hearing. These procedures shall include, but are not limited to, the following:
  - (1) Providing for presentations from invited persons or an introduction from staff;
  - (2) Providing that preregistered speakers are heard in order of registration times and dates, or requiring alternating points of view in order of registration times and dates;
  - (3) Establishing time limits for speakers, generally two minutes each;
  - (4) Adjourning the hearing at the end of the allotted time period listed in the agenda item or any extension granted by a vote of the majority of the board or appropriate committee.
- (d) Persons who testify at a public hearing may bring an electronic copy of their testimony for distribution to board members and agency executive staff.
- (e) Persons who are unable to testify at a public hearing due to time constraints may provide an electronic copy of their testimony to agency staff for distribution to board members and agency executive staff.
- (f) Prior to the meeting, agency staff shall inform the presiding chair and shall attempt to inform any affected registered speakers if time constraints may not allow some registered speakers to testify.

**§2.13. Public Comments Regarding Proposed Rulemaking.**

All interested persons have a reasonable opportunity to submit data, views and arguments, prior to the board adoption of any rule. Public comments regarding proposed board rules may be submitted as provided in the notice of proposed rulemaking published in the *Texas Register*. The deadline for submitting public comments will be noted in the *Texas Register* posting for each item. A minimum of 30 days will be allotted for public comment on a rule item. The board will also take registered oral and written comments on proposed rulemaking at the appropriate committee meeting.



## CHAPTER 3. TRAVEL AND EXPENSES

*The statutory citations for this chapter are the Texas Education Code, §7.105, Texas Government Code, Chapter 660, and the General Appropriations Act.*

### **§3.1. Reimbursement of Expenses.**

- (a) Members of the State Board of Education receive no salary but are reimbursed for all expenses incurred for attending regular and special meetings of the board and of board committees.
- (b) All reimbursements for expenditures shall be in accordance with Texas Education Code, §7.105(b), Texas Government Code, Chapter 660, the General Appropriations Act, and these rules.
- (c) Only expenses of board members may be reimbursed. Expenses for spouses, family, or other persons traveling with board members are not reimbursable.
- (d) Board members must submit receipts for the following expenses:
  - (1) public transportation (excluding receipts for bus, taxi, ride share services or limousine);
  - (2) car rental;
  - (3) lodging; and
  - (4) conference registration fees (which may not include banquets, books, or materials).
- (e) Lodging receipts must show the rate for single occupancy plus tax which will be the maximum reimbursable amount per day for lodging.
- (f) Receipts are not required to claim expenses for meals; however, the General Appropriations Act provides that "none of the funds appropriated under this act for travel expenses may be expended for alcoholic beverages" and no such expenses may be claimed for reimbursement.
- (g) Other official travel expenses which board members may claim include the following when the expenses are required for the conduct of state business:
  - (1) parking fees (including personal vehicles);
  - (3) notary fees for official documents; and
  - (4) wireless connection.

- (h) Board members may not claim reimbursement for expenses such as the following:
  - (1) laundry or other personal items;
  - (2) tips or gratuities of any kind; and
  - (3) alcoholic beverages.
- (i) All claims for reimbursement will be reviewed by agency accounting personnel to ensure compliance with the requirements of the appropriations act, and any appropriate adjustments to claims shall be made by staff.
- (j) A yearly budget shall be established for travel of board members. The budgeted amount would include an allotment of travel funds for board members to attend board meetings and committee meetings, and an allotment for in-district, out-of-district, and out-of-state meetings. An additional allotment shall be budgeted for travel of the chair when representing the State Board of Education at meetings. When there is a change in office during the fiscal year, the travel budget will be reassigned to the new board member.
- (k) A board member may be reimbursed for travel expenses for attending activities other than State Board of Education meetings and committee meetings provided that the board members are in compliance with the following procedures:
  - (1) In-District and Out-of-District Travel. In-district and out-of-district travel is at each member's discretion. Prior approval is not required; however, any travel for which reimbursement is requested must be directly related to the duties and responsibilities of the State Board of Education. Any requests for reimbursement, directly or indirectly related to seeking election to office, will not be allowed.
  - (2) Out-of-State Travel. Prior approval is required by the officers of the board (chair, vice chair, and secretary).
- (l) A board member may be reimbursed for travel expenses incurred while serving on any board, council, or commission or serving in any official board position as an appointee for specific administrative functions when appointed by the State Board of Education or its chair, or subject to approval of the board or its officers of the board.
- (m) None of the funds appropriated in the General Appropriations Act shall be used for influencing the outcome of any election, or the passage or defeat of any legislative measure.

**§3.2. Travel Arrangements and Hotel Reservations for State Board of Education Meetings.**

- (a) Board members shall be responsible for making their own arrangements for travel to and from board meetings. Agency travel coordinators are available for assistance.
- (b) A State Board of Education Support staff member or his/her designee will make guaranteed hotel reservations for each board member upon request.

- (c) Any change in or cancellation of reservations shall be the responsibility of the individual board member in whose name the reservations were made. Board members who wish to change or cancel their reservations must contact the hotel directly or call the State Board of Education support office. All bills received by the agency for unused or uncanceled reservations will be forwarded for payment to the board member in whose name the reservations were made.

**§3.3. Acceptance of Gifts and/or Grants for Charter School Evaluation.**

- (a) Purpose. The State Board of Education (SBOE) may accept a gift and/or grant for the limited purpose of expenses associated with evaluating an applicant for an open-enrollment charter school.
  - (1) An entity making a gift and/or grant under this section may not:
    - (A) limit the use of the funds to any individual applicant, cycle or class of applicants;
    - (B) be a charter operator in this or any other state, a management company, service provider or vendor of any kind to charter schools in this or any other state;
    - (C) have common board members or corporate members with any entity operating a charter in Texas or applying to operate a charter in Texas;
    - (D) be an individual required to register as a lobbyist under Chapter 305, Government Code; or
    - (E) be an employee, attorney, contractor or other agent of any kind to charter schools in this or any other state.
  - (2) An entity making a gift and/or grant under this section may not do so if the source of funds used for the gift and/or grant were received from an entity that could not make a gift and/or grant under this section.
  - (3) For purposes of this section, a spouse or dependent child of an individual prohibited from making a gift and/or grant is also prohibited.
  - (4) For purposes of this section, an entity includes any legal entity such as corporations, individuals and other business associations. An individual is limited to a natural person.
  - (5) An entity making a gift and/or grant shall certify that it has complied with all requirements of this section in a format approved by the board chair.
- (b) Procedure. The SBOE may accept a gift and/or grant under this section only by an affirmative vote of the board.
  - (1) A charter may not be evaluated using funds under this section unless the commissioner has:

- (A) proposed to award a charter to that applicant pursuant to Section 12.101(b); or
  - (B) requested the participation of individual board members in the agency's preliminary evaluation of an applicant.
- (2) The commissioner shall receive, disburse, and account for funds accepted by the board.
  - (3) Funds accepted under this section may be used solely to pay reasonable travel expenses, including meals and accommodations, for SBOE members and TEA staff as necessary to evaluate applicants for open-enrollment charter schools under this section. Unless approved by the board chair and the commissioner, travel expenses are limited to those available for travel by SBOE members or state employees.
  - (4) In making decisions under this section, the board chair will consult with the board member acting as a liaison under Section 12.101(b). The board chair will also consult with the chair of the Committee on School Initiatives, unless doing so would create a quorum of a committee of the board. A decision by the board chair under this section is final.
  - (5) Board members evaluating a charter applicant under this section shall be selected by the board chair. The board chair will, to the extent possible, give preference to board members whose districts include proposed locations at which the charter would operate. Under no circumstances will a quorum of the board or a committee of the board participate in an evaluation under this section.
  - (6) The board chair may request that relevant TEA employees accompany board members in evaluating charter applicants under this section. The commissioner must approve participation of agency employees.
  - (7) Except as provided by this subsection, board members and TEA staff may not accept anything of value from an applicant and shall limit contact with the applicant and its employees and representatives to the actual investigation of the charter. The board chair may authorize acceptance of reasonable local transportation and meals from the applicant as necessary to facilitate the evaluation.
  - (8) In addition to board members and TEA staff, the board chair may authorize other professionals to participate in an evaluation under this section. Such a professional may not be an individual or entity unable to donate funds under subsection (a) and is subject to all conditions and limits imposed by this section on board members.
- (c) Evaluation. Each board member will individually report to the Committee on School Initiatives regarding his/her evaluation of a proposed charter prior to consideration of the charter by the board under §7.102(c)(9). The Committee on School Initiatives will develop a standard form for use by board members in evaluating a charter under this section.
  - (d) Reporting. Expenses reimbursed for each board member, TEA staff or other professionals shall be made publicly available and reported as appropriate on a board member's personal financial statement.

## CHAPTER 4. CONDUCT AND PUBLIC RELATIONS

*The statutory citations for this chapter are the Texas Education Code, §7.108; the Texas Government Code, §305.006, and Chapter 572, Personal Financial Disclosure, Standards of Conduct, and Conflict of Interest; and the Texas Election Code, Chapter 251, General Provisions.*

### **§4.1. Standards of Conduct and Conflicts of Interest.**

- (a) Personal interest in board actions. Whenever a board member has a private or personal interest including financial interest in any matter to be voted upon by the board, such a member shall state at an open meeting that he or she has such an interest in the matter and shall abstain from voting and discussion concerning the matter (See Texas Government Code §572.058 for further information.).
- (b) The ethical standards that govern the conduct of State Board of Education members with respect to their duties as to the Permanent School Fund are as provided under 19 TAC Chapter 33, §33.4 *Ethical Standards for Members of the State Board of Education*.

### **§4.2. Press and Public Relations.**

- (a) Prior to each State Board of Education meeting, the agenda shall be made available by agency staff to the capitol press corps; governor's office; Legislative Budget Board; Legislative Reference Library; School Land Board; Texas Higher Education Coordinating Board; regional education service centers; and state offices of professional education organizations which have requested the agenda.
- (b) A press table shall be provided at meetings of the State Board of Education and press representatives shall be supplied with copies of the official agenda for the meeting and other materials relating to specific agenda items.
- (c) The State Board of Education shall seek to maintain open relations with the press by answering reporters' questions frankly and by providing official statements through press releases and answers to follow-up inquiries.

### **§4.3. Disclosure of Campaign Contributions and Gifts.**

- (a) Any person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter which may be granted by the State Board of Education shall disclose whether, at any time in the preceding four years, the person, corporation, or other legal entity has made a campaign contribution to a candidate for or member of the State Board of Education. Disclosure shall be made in writing to the commissioner of education and distributed to board members 14 calendar days prior to consideration by the board or any committee of a contract, grant, or charter.

- (b) A person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter which may be granted by the State Board of Education shall disclose in the same manner any benefit conferred on a candidate for or member of the State Board of Education during the preceding four years. A benefit need not be disclosed if the aggregate value of benefits conferred on a candidate for or a member of the State Board of Education during the preceding four years does not exceed \$250, or a different limit set by §572.023(b)(7), Texas Government Code. This requirement applies whether or not the person, corporation, or other legal entity is required to report the expenditure to the Texas Ethics Commission. For purposes of this section, a benefit is not conferred if the candidate for or a member of the State Board of Education has paid for the member's own participation, as well as any participation by other persons for the direct benefit of any business in which the member has a substantial interest as defined under Texas Government Code §572.005 (1) - (7).
- (c) In this section:
- (1) "person, corporation, or other legal entity" includes:
    - (A) any individual who would have a "substantial interest" in the person, corporation, or other legal entity as that term is defined in Texas Government Code, §572.005 (1) - (6);
    - (B) an attorney, representative, registered lobbyist, employee, or other agent who receives payment for representing the interests of the person, firm, or corporation before the board or to board members, or whose duties are directly related to the contract, grant, or charter; or
    - (C) an individual related within the first degree by affinity or consanguinity, as determined under Chapter 573, Government Code, to the person covered by (c)(1).
  - (2) "contract, grant, or charter" means any application to enter into a direct contractual relationship with or otherwise receive funding from the State Board of Education, including without limitation applicants for charters to operate open enrollment charter schools.
  - (3) "campaign contribution" has the meaning defined in Texas Election Code, §251.001.
  - (4) "benefit" has the meaning defined in Texas Penal Code, §36.01.
  - (5) "candidate for or a member of the State Board of Education" includes a person related within the first degree of affinity or consanguinity, as determined under Chapter 573, Government Code, to a candidate for or a member of the State Board of Education.
- (d) A person, corporation, or other legal entity has a continuing duty to report contributions or expenditures made through the term of a contract, grant, or charter and shall within 21 calendar days notify the commissioner of education and the board chair upon making a contribution or expenditure covered by this section.

- (e) Failure to disclose a contribution or expenditure under this section shall be grounds for canceling or revoking the contract, grant, or charter in the discretion of the board. Only those contributions or expenditures made after the effective date of this rule are required to be disclosed.
- (f) This section does not affect the validity of contracts, grants, or charters existing on its effective date but does apply to the renewal or extension of any contract, grant, or charter.
- (g) Before distributing bids or applications for a contract with the board, staff will provide any disclosure made under subsection (a) or (b) to a board member to whom the disclosure applies. A board member shall have 10 calendar days to provide a written statement relating to the disclosure for distribution along with all disclosures.
- (h) An SBOE member shall on April 15 of each year submit a list of businesses that the SBOE member has a substantial interest in as defined in Texas Government Code §572.005 (1) - (7) and all DBAs or assumed names of any such businesses. If any change occurs in the identities of businesses that an SBOE member has a substantial interest in, the SBOE member shall submit an amendment within 30 calendar days of the date of such change. A person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter that may be granted by the State Board of Education shall be provided the combined list of all board members and shall disclose any campaign contribution or benefit under subsections (a) or (b) on behalf of any business in which an SBOE member has a substantial interest.

**§4.4. Instructional Materials Submitted to the Texas Resource Review.**

- (a) An SBOE member shall not nominate instructional materials for submittal to the Texas Resource Review without a majority vote of the board endorsing said nomination.

## CHAPTER 5. RULES AND THE RULEMAKING PROCESS

*The statutory citation for this chapter is the Texas Government Code, Chapter 2001, Subchapter B; Texas Government Code, Chapter 2002, Subchapter B; Texas Education Code, §7.102(e)-(f).*

### **§5.1. State Board of Education Rules.**

- (a) An action of the board to adopt a rule under the Texas Education Code is effective only if the rule's preamble published in the *Texas Register* includes a statement of the specified statutory authority contained in the Texas Education Code to adopt the rule.
- (b) Rules submitted to the Office of the Secretary of State for publication in the *Texas Register* shall conform to requirements promulgated by the Secretary of State.

### **§5.2. Adoption, Amendment, and Repeal of State Board of Education Rules.**

- (a) Proposed new rules, amendments, and repeals must appear on the agenda for discussion at one board meeting and for action at two subsequent board meetings as first reading and second reading, unless a departure from this rulemaking process is approved by the board.
- (b) Each member of the board shall receive copies of the preliminary and official board meeting agendas containing all proposed new rules, amendments, or repeals to be considered at least one week before the board meeting.
- (c) The board may take action only if the rule is posted for action in the official notice of the meeting that is published in the *Texas Register*. The commissioner is authorized to file information with the Secretary of State to comply with the requirements of Texas Government Code, Chapter 2001, Subchapter B; and Texas Government Code, Chapter 2002, Subchapter B, regarding adoption of rules.
  - (1) **First Reading and Filing Authorization.** The board may authorize the commissioner to file a proposed new rule, amendment, or repeal with the Secretary of State for publication in the *Texas Register* as it appears in the agenda or with changes to the material presented in the agenda.
  - (2) **Second Reading and Final Adoption.** If the public comment period after filing the proposal with the Secretary of State has elapsed, the board may adopt a new rule, amendment, or repeal. If a board committee determines that a substantial revision of the material presented in the agenda shall be considered, the board shall not take final action before the next board meeting.
  - (3) **Withdrawal.** The board may authorize the commissioner to withdraw a proposed new rule, amendment, or repeal that was previously filed with the Secretary of State.
  - (4) **Refiling.** The board may authorize the commissioner to withdraw and refile a proposed new rule or amendment that was previously filed with the Secretary of State if there are substantive changes from the original filing.



- (d) The board may authorize the commissioner to conduct a public hearing on behalf of the State Board of Education concerning board rules. The public hearing shall be transcribed and the transcript made available for review by board members.
- (e) Except as otherwise provided by law, a rule does not take effect until the beginning of the school year that begins at least 90 days after the date of the rule adoption.
- (f) A rule may take effect earlier than the date set forth in subsection (e) if the rule's preamble specified an earlier date with the reason for the earlier date and:
  - (1) the earlier effective date is a requirement of:
    - (A) a federal law, or
    - (B) a state law that specifically refers to Texas Education Code §7.102 and expressly requires the adoption of an earlier effective date; or
  - (2) on an affirmative vote of two-thirds of the members of the board, the board makes a finding that an earlier effective date is necessary.

**§5.3. Emergency Rules.**

The board may adopt emergency rules without prior notice or hearing. Conditions under which emergency rules may be adopted and the periods for which they are effective are governed by Texas Government Code §2001.034. The board shall also comply with the requirements of Section 5.2(f) of these rules and the notice of emergency meeting requirements in Texas Government Code, §551.045. Emergency rules will be placed on a board agenda for adoption as a permanent rule.

**§5.4. Filing Non-Substantive Rule Corrections with the Secretary of State.**

The commissioner may approve and file with the Secretary of State non-substantive corrections to State Board of Education rules. Non-substantive rule corrections may only include typographical, grammatical, referencing, or spelling errors and technical edits to comply with *Texas Register* style and format requirements. The commissioner will provide a mark-up of any such corrections to the board.

**§5.5. Rulemaking Authority.**

Except for rules adopted under §5.4 of these rules (relating to Filing Non-Substantive Rule Corrections with the Secretary of State), or other exceptions specifically authorized by the board, all rules of the State Board of Education shall be approved by the State Board of Education.

**§5.6. Review of the State Board of Education Rules.**

In accordance with Texas Government Code, §2001.039, the State Board of Education shall review its rules every four years to assure that statutory authority for the rules continues to exist. If necessary, proposed amendments will be brought to the board following the procedure described in §5.2 of these rules.

**§5.7. Filing of Amendments.**

A member wishing to amend any Texas Essential Knowledge and Skills (TEKS) being considered by the board for second reading and final adoption shall submit the amendment in writing to the staff no later than noon on the day prior to the final vote on the adoption of the TEKS. All amendments shall be made available to the public to the extent possible. This rule may be suspended by a two-thirds vote.

## CHAPTER 6. ADVISORY GROUPS

*The statutory citations for this chapter are the Texas Education Code, §§7.102(b), 29.254, 32.034, and 61.077.*

### **§6.1. General Provisions.**

Content advisors and work group members will be selected in accordance with the TEKS Review and Revision Process.

## CHAPTER 7. NOMINATIONS FOR GUBERNATORIAL APPOINTMENTS

*The statutory citations for this chapter are the Texas Government Code, §651.009(a) and §825.003, and Texas Natural Resources Code, §32.012.*

### **§7.1. Gubernatorial Appointments.**

Pursuant to statute, the State Board of Education shall submit to the Governor lists of citizens from which appointments are to be made for the boards described in this section: Teacher Retirement System Board of Trustees and School Land Board.

### **§7.2. Timelines.**

The Chair and/or his or her designee shall work collaboratively with staff and the Governor's Appointments Office to establish appropriate timelines for the placement on the agenda to meet appointment timelines and ensure that proper criteria are applied by the State Board of Education.

### **§7.3. Nominee Selection.**

The board shall select nominees in such a manner as to facilitate adherence to diversity of appointments: "In each case in which the governing body of a state board, commission, or other state agency that has statewide jurisdiction is appointed by the governor or another appointing authority, the governor or appointing authority shall ensure that, to the extent possible, the membership of the governing body reflects the racial, ethnic, and geographic diversity of this state." (§651.009(a), Government Code)

### **§7.4. Teacher Retirement System.**

The Governor shall appoint two members of the TRS board of trustees, subject to confirmation by two-thirds of the senate, from lists of nominees submitted by the State Board of Education. These persons must be persons who have demonstrated financial expertise, have worked in private business or industry, and have broad investment experience preferably in investment of pension funds (Government Code §825.003). The board selection process shall be as follows:

- (a) Each member shall be entitled to nominate one person who meets the criteria described in this section.
- (b) The Committee on School Finance/Permanent School Fund shall adopt an evaluation process using the criteria described in this rule, subject to approval of the board, and engage an impartial third party to evaluate candidates submitted by members.
- (c) The Committee shall recommend to the full board a slate of candidates for adoption. The list of nominees is subject to amendment by the board, but the final list must comply with statutory requirements.

### **§7.5. School Land Board.**

The Governor shall appoint two members of the School Land Board, subject to confirmation by the senate, from lists of candidates submitted by the State Board of Education. One of the

members appointed by the governor must be a resident of a county with a population of less than 200,000.

- (a) The School Land Board duties as described in the Texas Natural Resources Code (§§32.061, 51.011, 51.413) are to:
  - (1) manage and control any land, mineral or royalty interest, real estate investment, or other interest, including revenue received from those sources, that is set apart to the permanent school fund together with the mineral estate in riverbeds, channels, and the tidelands, including islands;
  - (2) acquire, sell, lease, trade, improve, maintain, protect, or otherwise manage, control, or use land, mineral and royalty interests, real estate investments, or other interests, including revenue received from those sources, that are set apart to the permanent school fund in any manner, at such prices, and under such terms and conditions as the board finds to be in the best interest of the fund;
  - (3) consult with the president, chairman, or other head of the department, board, or agency, as applicable, or with the representative of the head, on each matter before the board that affects land owned or held in trust for the use and benefit of a department, board, or agency of the state; and,
  - (4) make determinations as to the release of any funds to the available school fund or to the State Board of Education for investment in the permanent school fund.
- (b) Each member shall be entitled to nominate one person who meets the criteria described in this section.
- (c) The Committee on School Finance/Permanent School Fund shall adopt an evaluation process using the criteria described in this rule, subject to approval of the board, and engage an impartial third party to evaluate candidates submitted by members.
- (d) The Committee shall recommend to the full board a slate of candidates for adoption. The list of nominees is subject to amendment by the board, but the final list must comply with statutory requirements.

**§7.6. Rules and Procedures.**

The board may adopt additional rules and procedures related to these selection processes.

## 2021-2025 Rule Review Plan for State Board of Education Rules

### STATE BOARD OF EDUCATION: INFORMATION

**SUMMARY:** This item outlines the rule review plan for State Board of Education (SBOE) rules during the period of September 2021 through August 2025. Texas Government Code (TGC), §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement in TGC, §2001.039, is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

**BACKGROUND INFORMATION AND JUSTIFICATION:** Senate Bill 178, 76th Texas Legislature, 1999, amended the TGC by adding §2001.039, which requires the review of existing state agency rules. The rule review requirement in TGC, §2001.039, is designed to ensure that the reason for adopting or readopting the rule continues to exist.

The 2021-2025 SBOE rule review plan reflected in Attachment I repeats the cycle of review that was conducted during the 2017-2021 SBOE rule review period with the addition of new rules that took effect subsequent to the adoption of that plan and the removal of rules that were repealed. The 2021-2025 plan, approved by the SBOE in June 2021, is the seventh rule review cycle of SBOE rules. In accordance with Texas Education Code, §28.002(m), and as was the case with previous rule review plans, the Texas Essential Knowledge and Skills (TEKS) are exempt from the rule review requirement and are not included in the 2021-2025 rule review plan. Although the TEKS will not be reviewed as part of the rule review process, the SBOE conducts a review of the curriculum content on a schedule determined by the SBOE.

The 2021-2025 rule review plan for SBOE rules will appear on an ongoing basis in the information pages of the SBOE agenda. Any necessary modifications to the plan will also appear in the information pages of the SBOE agenda. The rule review plan will also be posted on the agency's website and updated if necessary.

*Rule Review Procedures.* Secretary of State rules specify the following two-step review process to implement the rule review requirement in TGC, §2001.039:

1. a Notice of Proposed Review (Intention to review) that announces a public comment period for comments on whether the reason for adopting or readopting the rules continues to exist (see example in Attachment II); and
2. a Notice of Adopted Review (Readoption) that summarizes the public comments received, if any, in response to the notice of proposed review and provides a response to each comment (see examples in Attachment II).

The rule review process for SBOE rules is illustrated in this item using three examples that present the following points: (1) if no amendments are recommended to rules under review, the item presenting the adoption of the review will complete the rule review process and no further action will be necessary; and (2) if amendments are recommended to rules under review, the item presenting the adoption of the review will complete the rule review process and the amendments will be presented as a separate item under the standard rulemaking process.

**Example 1. Rule Review with No Changes**

January SBOE Meeting	SBOE Committee (discussion)	Discussion item that briefly describes the rule and specifies that no changes are being recommended.
	Texas Register	After the SBOE meeting, staff files Notice of Proposed Review (see Attachment II).
April SBOE Meeting	SBOE Committee and Full SBOE	Action item that presents a summary of comments received, if any, from Notice of Proposed Review. The SBOE authorizes filing the Notice of Adopted Review, noting that no changes are being proposed to the rule as a result of the review.
	Texas Register	After the SBOE meeting, staff files Notice of Adopted Review that states the rule will continue to exist without changes (see Attachment II).
END OF REVIEW PROCESS (no item at June SBOE Meeting)		

**Example 2. Rule Review with Changes**

January SBOE Meeting	SBOE Committee (discussion)	Discussion item that briefly describes the rule, outlines issues to be considered, and specifies anticipated changes to the rule.
	Texas Register	After the SBOE meeting, staff files Notice of Proposed Review (see Attachment II).
April SBOE Meeting	SBOE Committee and Full SBOE (first reading)	Separate action items are included in the agenda: one that presents comments received, if any, from Notice of Proposed Review and one that provides the SBOE the opportunity to propose amendments. The SBOE authorizes filing the Notice of Adopted Review and approves the proposed amendments for first reading and filing authorization.
	Texas Register	After the SBOE meeting, staff files proposed amendments and the Notice of Adopted Review that states the rule will continue to exist and changes are being proposed (see Attachment II).
END OF REVIEW PROCESS		
June SBOE Meeting	SBOE Committee and Full SBOE (second reading)	Action item that presents the proposed amendments for second reading and final adoption. Item includes a summary of comments, if any, on proposed amendments.
	Texas Register	After the SBOE meeting, staff files adopted amendments.
END OF AMENDMENT PROCESS		

**Example 3. Repeal of Rule under Review**

January SBOE Meeting	SBOE Committee (first reading)	Action item that presents the proposed repeal of rule. SBOE approves proposed repeal for first reading and filing authorization.
	Texas Register	After the SBOE meeting, staff files proposed repeal. No Notice of Proposed Review required for repeals.
April SBOE Meeting	SBOE Committee and Full SBOE (second reading)	Action item that presents the proposed repeal of rule for second reading and final adoption.
	Texas Register	After the SBOE meeting, staff files adopted repeal.
END OF REPEAL PROCESS		

**Staff Members Responsible:**

Cristina De La Fuente-Valadez, Director, Rulemaking

Lynette Smith, Program Specialist, Rulemaking

**Attachment I:**

2021-2025 Rule Review Plan for State Board of Education Rules

**Attachment II:**

Sample Notices of Proposed Review and Adopted Review



**ATTACHMENT I**

**2021-2025 Rule Review Plan for State Board of Education Rules**  
*(Approved June 25, 2021)*

*Texas Government Code, §2001.039, requires a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. The rule review is designed to ensure that the reason for adopting or readopting the rule continues to exist. It only includes rules currently in effect at the time the plan is adopted.*

*Texas Education Code, §28.002(m), exempts the Texas Essential Knowledge and Skills (TEKS) from the rule review requirement; accordingly, this rule review plan does not include the rule chapters for the TEKS. Although the rules will not be reviewed as part of the rule review process, the SBOE conducts a review of the TEKS on a schedule determined by the SBOE.*

<b>Review Period: September 2021–August 2022</b>			
<b>Chapter Title</b>	<b>Subchapter Title</b>	<b>Topic</b>	<b>Begin Review</b>
<b>Chapter 74. Curriculum Requirements</b>	<i>Subchapter A. Required Curriculum</i>	Curriculum	September 2021
	<i>Subchapter B. Graduation Requirements</i>		
	<i>Subchapter C. Other Provisions</i>		
	<i>Subchapter D. Graduation Requirements, Beginning with School Year 2001-2002</i>		
	<i>Subchapter E. Graduation Requirements, Beginning with School Year 2004-2005</i>		
	<i>Subchapter F. Graduation Requirements, Beginning with School Year 2007-2008</i>		
	<i>Subchapter G. Graduation Requirements, Beginning with School Year 2012-2013</i>		
<b>Chapter 89. Adaptations for Special Populations</b>	<i>Subchapter A. Gifted/Talented Education</i>	Special Populations	January 2022
	<i>Subchapter C. Texas Certificate of High School Equivalency</i>		
	<i>Subchapter D. Special Education Services and Settings</i>		
<b>Chapter 61. School Districts</b>	<i>Subchapter A. Board of Trustees Relationship</i>	Administration	April 2022
	<i>Subchapter B. Special Purpose School Districts</i>		

<b>Review Period: September 2022–August 2023</b>			
<b>Chapter Title</b>	<b>Subchapter Title</b>	<b>Topic</b>	<b>Begin Review</b>
<b>Chapter 129. Student Attendance</b>	<i>Subchapter A. Student Attendance Allowed</i>	Finance	January 2023
	<i>Subchapter B. Student Attendance Accounting</i>		
<b>Chapter 157. Hearings and Appeals</b>	<i>Subchapter A. General Provisions for Hearings Before the State Board of Education</i>	Personnel	January 2023
	<i>Subchapter D. Independent Hearing Examiners</i>		

<b>Review Period: September 2023–August 2024</b>			
<b>Chapter Title</b>	<b>Subchapter Title</b>	<b>Topic</b>	<b>Begin Review</b>
<b>Chapter 33. Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund</b>	<i>Subchapter A. State Board of Education Rules</i>	Finance	September 2023
<b>Chapter 66. State Adoption and Distribution of Instructional Materials</b>	<i>Subchapter A. General Provisions</i>	Instructional Materials	November 2023
	<i>Subchapter B. State Adoption of Instructional Materials</i>		
	<i>Subchapter C. Local Operations</i>		
<b>Chapter 100. Charters</b>	<i>Subchapter A. Open-Enrollment Charter Schools</i>	Charter Schools	January 2024
	<i>Subchapter B. Home-Rule School District Charters</i>		

<b>Review Period: September 2024–August 2025</b>			
<b>Chapter Title</b>	<b>Subchapter Title</b>	<b>Topic</b>	<b>Begin Review</b>
<b>Chapter 30. Administration</b>	<i>Subchapter A. State Board of Education: General Provisions</i>	Administration	November 2024
	<i>Subchapter B. State Board of Education: Purchasing and Contracts</i>		
<b>Chapter 101. Assessment</b>	<i>Subchapter A. General Provisions</i>	Assessment	January 2025
	<i>Subchapter B. Implementation of Assessments</i>		
	<i>Subchapter C. Local Option</i>		
<b>Chapter 109. Budgeting, Accounting, and Auditing</b>	<i>Subchapter A. Budgeting, Accounting, Financial Reporting, and Auditing for School Districts</i>	Finance	January 2025
	<i>Subchapter B. Texas Education Agency Audit Functions</i>		
	<i>Subchapter C. Adoptions by Reference</i>		
	<i>Subchapter D. Uniform Bank Bid or Request for Proposal and Depository Contract</i>		

## SAMPLES

### Attachment II

#### **Notice of Proposed Review (Intention to review)**

The State Board of Education (SBOE) proposes the review of 19 Texas Administrative Code (TAC) Chapter 30, Administration, pursuant to Texas Government Code (TGC), §2001.039. The rules being reviewed by the SBOE in 19 TAC Chapter 30 are organized under the following subchapters: Subchapter A, State Board of Education: General Provisions, and Subchapter B, State Board of Education: Purchasing and Contracts.

As required by TGC, §2001.039, the SBOE will accept comments as to whether the reasons for adopting 19 TAC Chapter 30, Subchapters A and B, continue to exist.

The public comment period on the review begins December 18, 2020, and ends at 5:00 p.m. on January 22, 2021. A form for submitting public comments on the proposed rule review is available on the TEA website at [https://tea.texas.gov/About\\_TEA/Laws\\_and\\_Rules/SBOE\\_Rules\\_\(TAC\)/State\\_Board\\_of\\_Education\\_Rule\\_Review](https://tea.texas.gov/About_TEA/Laws_and_Rules/SBOE_Rules_(TAC)/State_Board_of_Education_Rule_Review). The SBOE will take registered oral and written comments on the review at the appropriate committee meeting in January 2021 in accordance with the SBOE board operating policies and procedures.

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#### **Notice of Adopted Review (with no changes to rule) (Readoption)**

The State Board of Education (SBOE) adopts the review of 19 Texas Administrative Code (TAC) Chapter 30, Administration, pursuant to Texas Government Code, §2001.039. The rules in 19 TAC Chapter 30 are organized under the following subchapters: Subchapter A, State Board of Education: General Provisions, and Subchapter B, State Board of Education: Purchasing and Contracts. The SBOE proposed the review of 19 TAC Chapter 30, Subchapters A and B, in the December 18, 2020 issue of the *Texas Register* (45 TexReg 9253).

The SBOE finds that the reasons for adopting 19 TAC Chapter 30, Subchapters A and B, continue to exist and readopts the rules. The SBOE received no comments related to the review.

No changes are necessary as a result of the review.

**Notice of Adopted Review (with changes to rule)  
(Readoption with changes)**

The State Board of Education (SBOE) adopts the review of 19 Texas Administrative Code (TAC) Chapter 30, Administration, pursuant to Texas Government Code (TGC), §2001.039. The rules in 19 TAC Chapter 30 are organized under the following subchapters: Subchapter A, State Board of Education: General Provisions, and Subchapter B, State Board of Education: Purchasing and Contracts. The SBOE proposed the review of 19 TAC Chapter 30, Subchapters A and B, in the December 18, 2020 issue of the *Texas Register* (45 TexReg 9253).

Relating to the review of 19 TAC Chapter 30, Subchapter A, the SBOE finds that the reasons for adopting Subchapter A continue to exist and readopts the rule. The SBOE received no comments related to the review of Subchapter A. As a result of the review, the SBOE approved a proposed amendment to 19 TAC §30.1, which can be found in the Proposed Rules section of this issue. The proposed amendment would update the SBOE petition procedures to allow for electronic submission of a petition authorized under TGC, §2001.021.

Relating to the review of 19 TAC Chapter 30, Subchapter B, the SBOE finds that the reasons for adopting Subchapter B continue to exist and readopts the rules. The SBOE received no comments related to the review of Subchapter B. No changes are necessary as a result of the review.

**STATUTORY AUTHORITY REFERENCE SECTION:**

TEXAS CONSTITUTION ARTICLE VII

TEXAS EDUCATION CODE (TEC)

TEXAS GOVERNMENT CODE (TGC)

TEXAS OCCUPATIONS CODE (TOC)

NATURAL RESOURCES CODE (NRC)

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**Sec. 2. PERMANENT SCHOOL FUND.**

All funds, lands and other property heretofore set apart and appropriated for the support of public schools; all the alternate sections of land reserved by the State out of grants heretofore made or that may hereafter be made to railroads or other corporations of any nature whatsoever; one half of the public domain of the State; and all sums of money that may come to the State from the sale of any portion of the same, shall constitute a permanent school fund.

**Sec. 2A. RELEASE OF STATE CLAIM TO CERTAIN LANDS AND MINERALS WITHIN SHELBY, FRAZIER, AND MCCORMICK LEAGUE AND IN BASTROP COUNTY.**

- (a) The State of Texas hereby relinquishes and releases any claim of sovereign ownership or title to an undivided one-third interest in and to the lands and minerals within the Shelby, Frazier, and McCormick League (now located in Fort Bend and Austin counties) arising out of the interest in that league originally granted under the Mexican Colonization Law of 1823 to John McCormick on or about July 24, 1824, and subsequently voided by the governing body of Austin's Original Colony on or about December 15, 1830.
- (b) The State of Texas relinquishes and releases any claim of sovereign ownership or title to an interest in and to the lands, excluding the minerals, in Tracts 2-5, 13, 15-17, 19-20, 23-26, 29-32, and 34-37, in the A. P. Nance Survey, Bastrop County, as said tracts are:
  - (1) shown on Bastrop County Rolled Sketch No. 4, recorded in the General Land Office on December 15, 1999; and
  - (2) further described by the field notes prepared by a licensed state land surveyor of Travis County in September through November 1999 and May 2000.
- (c) Title to such interest in the lands and minerals described by Subsection (a) is confirmed to the owners of the remaining interests in such lands and minerals. Title to the lands, excluding the minerals, described by Subsection (b) is confirmed to the holder of record title to each tract. Any outstanding land award or land payment obligation owed to the state for lands described by Subsection (b) is canceled, and any funds previously paid related to an outstanding land award or land payment obligation may not be refunded.
- (d) The General Land Office shall issue a patent to the holder of record title to each tract described by Subsection (b). The patent shall be issued in the same manner as other patents except that no filing fee or patent fee may be required.
- (e) A patent issued under Subsection (d) shall include a provision reserving all mineral interest in the land to the state.
- (f) This section is self-executing.

**Sec. 2B. AUTHORITY TO RELEASE STATE'S INTEREST IN CERTAIN PERMANENT SCHOOL FUND LAND HELD BY PERSON UNDER COLOR OF TITLE.**

- (a) The legislature by law may provide for the release of all or part of the state's interest in land, excluding mineral rights, if:
  - (1) the land is surveyed, unsold, permanent school fund land according to the records of the General Land Office;
  - (2) the land is not patentable under the law in effect before January 1, 2002; and
  - (3) the person claiming title to the land:

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- (A) holds the land under color of title;
  - (B) holds the land under a chain of title that originated on or before January 1, 1952;
  - (C) acquired the land without actual knowledge that title to the land was vested in the State of Texas;
  - (D) has a deed to the land recorded in the appropriate county; and
  - (E) has paid all taxes assessed on the land and any interest and penalties associated with any period of tax delinquency.
- (b) This section does not apply to:
- (1) beach land, submerged or filled land, or islands; or
  - (2) land that has been determined to be state-owned by judicial decree.
- (c) This section may not be used to:
- (1) resolve boundary disputes; or
  - (2) change the mineral reservation in an existing patent.

**Sec. 2C. RELEASE OF STATE CLAIM TO CERTAIN LANDS IN UPSHUR AND SMITH COUNTIES.**

- (a) Except as provided by Subsection (b) of this section, the State of Texas relinquishes and releases any claim of sovereign ownership or title to an interest in and to the tracts of land, including mineral rights, described as follows:

Tract 1:

The first tract of land is situated in Upshur County, Texas, about 14 miles South 30 degrees east from Gilmer, the county seat, and is bounded as follows: Bound on the North by the J. Manning Survey, A-314 the S.W. Beasley Survey A-66 and the David Meredith Survey A-315 and bound on the East by the M. Mann Survey, A-302 and by the M. Chandler Survey, A-84 and bound on the South by the G. W. Hooper Survey, A-657 and by the D. Ferguson Survey, A-158 and bound on the West by the J. R. Wadkins Survey, A-562 and the H. Alsup Survey, A-20, and by the W. Bratton Survey, A-57 and the G. H. Burroughs Survey, A-30 and the M. Tidwell Survey, A-498 of Upshur County, Texas.

Tract 2:

The second tract of land is situated in Smith County, Texas, north of Tyler and is bounded as follows: on the north and west by the S. Leeper A-559, the Frost Thorn Four League Grant A-3, A-9, A-7, A-19, and the H. Jacobs A-504 and on the south and east by the following surveys: John Carver A-247, A. Loverly A-609, J. Gimble A-408, R. Conner A-239, N.J. Blythe A-88, N.J. Blythe A-89, J. Choate A-195, Daniel Minor A-644, William Keys A-527, James H. Thomas A-971, Seaborn Smith A-899, and Samuel Leeper A-559.

- (b) This section does not apply to:
- (1) any public right-of-way, including a public road right-of-way, or related interest owned by a governmental entity;
  - (2) any navigable waterway or related interest owned by a governmental entity; or
  - (3) any land owned by a governmental entity and reserved for public use, including a park, recreation area, wildlife area, scientific area, or historic site.
- (c) This section is self-executing.



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SECTION 5

**Sec. 5. PERMANENT SCHOOL FUND AND AVAILABLE SCHOOL FUND: COMPOSITION, MANAGEMENT, USE, AND DISTRIBUTION.**

- (a) The permanent school fund consists of all land appropriated for public schools by this constitution or the other laws of this state, other properties belonging to the permanent school fund, and all revenue derived from the land or other properties. The available school fund consists of the distributions made to it from the total return on all investment assets of the permanent school fund, the taxes authorized by this constitution or general law to be part of the available school fund, and appropriations made to the available school fund by the legislature. The total amount distributed from the permanent school fund to the available school fund:
- (1) in each year of a state fiscal biennium must be an amount that is not more than six percent of the average of the market value of the permanent school fund, excluding real property belonging to the fund that is managed, sold, or acquired under Section 4 of this article, but including discretionary real assets investments and cash in the state treasury derived from property belonging to the fund, on the last day of each of the 16 state fiscal quarters preceding the regular session of the legislature that begins before that state fiscal biennium, in accordance with the rate adopted by:
- (A) a vote of two-thirds of the total membership of the State Board of Education, taken before the regular session of the legislature convenes; or
- (B) the legislature by general law or appropriation, if the State Board of Education does not adopt a rate as provided by Paragraph (A) of this subdivision; and
- (2) over the 10-year period consisting of the current state fiscal year and the nine preceding state fiscal years may not exceed the total return on all investment assets of the permanent school fund over the same 10-year period.
- (b) The expenses of managing permanent school fund land and investments shall be paid by appropriation from the permanent school fund.
- (c) The available school fund shall be applied annually to the support of the public free schools. Except as provided by this section, the legislature may not enact a law appropriating any part of the permanent school fund or available school fund to any other purpose. The permanent school fund and the available school fund may not be appropriated to or used for the support of any sectarian school. The available school fund shall be distributed to the several counties according to their scholastic population and applied in the manner provided by law.

- (d) The legislature by law may provide for using the permanent school fund to guarantee bonds issued by school districts or by the state for the purpose of making loans to or purchasing the bonds of school districts for the purpose of acquisition, construction, or improvement of instructional facilities including all furnishings thereto. If any payment is required to be made by the permanent school fund as a result of its guarantee of bonds issued by the state, an amount equal to this payment shall be immediately paid by the state from the treasury to the permanent school fund. An amount owed by the state to the permanent school fund under this section shall be a general obligation of the state until paid. The amount of bonds authorized hereunder shall not exceed \$750 million or a higher amount authorized by a two-thirds record vote of both houses of the legislature. If the proceeds of bonds issued by the state are used to provide a loan to a school district and the district becomes delinquent on the loan payments, the amount of the delinquent payments shall be offset against state aid to which the district is otherwise entitled.
- (e) The legislature may appropriate part of the available school fund for administration of a bond guarantee program established under this section.
- (f) Notwithstanding any other provision of this constitution, in managing the assets of the permanent school fund, the State Board of Education may acquire, exchange, sell, supervise, manage, or retain, through procedures and subject to restrictions it establishes and in amounts it considers appropriate, any kind of investment, including investments in the Texas growth fund created by Article XVI, Section [70](#), of this constitution, that persons of ordinary prudence, discretion, and intelligence, exercising the judgment and care under the circumstances then prevailing, acquire or retain for their own account in the management of their affairs, not in regard to speculation but in regard to the permanent disposition of their funds, considering the probable income as well as the probable safety of their capital.
- (g) Notwithstanding any other provision of this constitution or of a statute, the State Board of Education, the General Land Office, or another entity that has responsibility for the management of revenues derived from permanent school fund land or other properties may, in its sole discretion and in addition to other distributions authorized under this constitution or a statute, distribute to the available school fund each year revenue derived during that year from the land or properties, not to exceed \$600 million by each entity each year.

(Amended Aug. 11, 1891, and Nov. 3, 1964; Subsec. (a) amended and (b) and (c) added Nov. 8, 1983; Subsec. (d) added Nov. 8, 1988; Subsec. (b) amended Nov. 7, 1989; Subsec. (a) amended, a new (b) added, a portion of (a) redesignated as (c), former (b) and (c) amended, former (b)-(d) redesignated as (d)-(f), and (g) and (h) added Sept. 13, 2003; former Subsec. (g) and Subsec. (h) expired Dec. 1, 2006; Subsec. (a) amended and current Subsec. (g) added Nov. 8, 2011; Subsec. (g) amended Nov. 5, 2019.)

TEXAS EDUCATION CODE  
CHAPTER 7. STATE ORGANIZATION  
SUBCHAPTER D. STATE BOARD OF EDUCATION

**TEC, §7.102. STATE BOARD OF EDUCATION POWERS AND DUTIES.**

- (a) The board may perform only those duties relating to school districts or regional education service centers assigned to the board by the constitution of this state or by this subchapter or another provision of this code.
- (b) The board has the powers and duties provided by Subsection (c), which shall be carried out with the advice and assistance of the commissioner.
  - (c)(1) The board shall develop and update a long-range plan for public education.
  - (2) The board may enter into contracts relating to or accept grants for the improvement of educational programs specifically authorized by statute.
  - (3) The board may accept a gift, donation, or other contribution on behalf of the public school system or agency and, unless otherwise specified by the donor, may use the contribution in the manner the board determines.
  - (4) The board shall establish curriculum and graduation requirements.
  - (5) Repealed by Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. [3](#)), Sec. 4.001(a)(1), eff. September 1, 2019.
  - (6) The board may create special-purpose school districts under Chapter [11](#).
  - (7) The board shall provide for a training course for school district trustees under Section [11.159](#).
  - (8) The board shall adopt a procedure to be used for placing on probation or revoking a home-rule school district charter as required by Subchapter [B](#), Chapter [12](#), and may place on probation or revoke a home-rule school district charter as provided by that subchapter.
  - (9) Repealed by Acts 2019, 86th Leg., R.S., Ch. 439 (S.B. [1376](#)), Sec. 4.01(a)(1), eff. June 4, 2019.
  - (10) The board shall adopt rules establishing criteria for certifying hearing examiners as provided by Section [21.252](#).
  - (11) The board shall adopt rules to carry out the curriculum required or authorized under Section [28.002](#).
  - (12) The board shall establish guidelines for credit by examination under Section [28.023](#).
  - (13) The board shall adopt transcript forms and standards for differentiating high school programs for purposes of reporting academic achievement under Section [28.025](#).
  - (14) The board shall adopt guidelines for determining financial need for purposes of the Texas Advanced Placement Incentive Program under Subchapter [C](#), Chapter [28](#), and may approve payments as provided by that subchapter.
  - (15) The board shall adopt criteria for identifying gifted and talented students and shall develop and update a state plan for the education of gifted and talented students as required under Subchapter [D](#), Chapter [29](#).
  - (16) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 73, Sec. 2.06(a)(1), eff. September 1, 2013.
  - (17) The board shall adopt rules relating to community education development projects as required under Section [29.257](#).
  - (18) The board may approve the plan to be developed and implemented by the commissioner for the coordination of services to children with disabilities as required under Section [30.001](#).
  - (19) The board shall establish a date by which each school district and state institution shall provide to the commissioner the necessary information to determine the district's share of the cost of the education of a student enrolled in the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf as required under Section [30.003](#) and may adopt other rules concerning funding of the education of students enrolled in the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf as authorized under Section [30.003](#).
  - (20) The board shall adopt rules prescribing the form and content of information school districts are required to provide concerning programs offered by state institutions as required under Section [30.004](#).
  - (21) The board shall adopt rules concerning admission of students to the Texas School for the Deaf as required under Section [30.057](#).
  - (22) The board shall carry out powers and duties related to regional day school programs for the deaf as provided under Subchapter [D](#), Chapter [30](#).

- (23) The board shall adopt and purchase or license instructional materials as provided by Chapter [31](#) and adopt rules required by that chapter.
  - (24) The board shall develop and update a long-range plan concerning technology in the public school system as required under Section [32.001](#) and shall adopt rules and policies concerning technology in public schools as provided by Chapter [32](#).
  - (25) The board shall conduct feasibility studies related to the telecommunications capabilities of school districts and regional education service centers as provided by Section [32.033](#).
  - (26) The board shall appoint a board of directors of the center for educational technology under Section [32.034](#).
  - (27) Repealed by Acts 2001, 77th Leg., ch. 1420, Sec. 4.001(b), eff. Sept. 1, 2001.
  - (28) The board shall approve a program for testing students for dyslexia and related disorders as provided by Section [38.003](#). The program may not include a distinction between standard protocol dyslexia instruction, as defined by the Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, as updated in 2021 and adopted by the State Board of Education, and its subsequent amendments, and other types of direct dyslexia instruction, including specially designed instruction.
  - (29) The board shall perform duties in connection with the public school accountability system as prescribed by Chapters [39](#) and [39A](#).
  - (30) The board shall perform duties in connection with the Foundation School Program as prescribed by Chapter [48](#).
  - (31) The board may invest the permanent school fund within the limits of the authority granted by Section [5](#), Article VII, Texas Constitution, and Chapter 43.
  - (32) The board shall adopt rules concerning school district budgets and audits of school district fiscal accounts as required under Subchapter [A](#), Chapter [44](#).
  - (33) The board shall adopt an annual report on the status of the guaranteed bond program and may adopt rules as necessary for the administration of the program as provided under Subchapter [C](#), Chapter [45](#).
  - (34) The board shall prescribe uniform bid blanks for school districts to use in selecting a depository bank as required under Section [45.206](#).
- (d) The board may adopt rules relating to school districts or regional education service centers only as required to carry out the specific duties assigned to the board by the constitution or under Subsection (c).
  - (e) An action of the board to adopt a rule under this section is effective only if the board includes in the rule's preamble a statement of the specific authority under Subsection (c) to adopt the rule.
  - (f) Except as otherwise provided by this subsection, a rule adopted by the board under this section does not take effect until the beginning of the school year that begins at least 90 days after the date on which the rule was adopted. The rule takes effect earlier if the rule's preamble specifies an earlier effective date and the reason for that earlier date and:
    - (1) the earlier effective date is a requirement of:
      - (A) a federal law; or
      - (B) a state law that specifically refers to this section and expressly requires the adoption of an earlier effective date; or
    - (2) on the affirmative vote of two-thirds of the members of the board, the board makes a finding that an earlier effective date is necessary.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 165, Sec. 6.01, eff. Sept. 1, 1997; Acts 1997, 75th Leg., ch. 268, Sec. 2, eff. May 26, 1997; Acts 1999, 76th Leg., ch. 1482, Sec. 1, eff. June 19, 1999; Acts 2001, 77th Leg., ch. 1420, Sec. 4.001(b), eff. Sept. 1, 2001.

Amended by:

Acts 2011, 82nd Leg., 1st C.S., Ch. 6 (S.B. [6](#)), Sec. 4, eff. July 19, 2011.

Acts 2013, 83rd Leg., R.S., Ch. 73 (S.B. [307](#)), Sec. 2.06(a)(1), eff. September 1, 2013.

Acts 2017, 85th Leg., R.S., Ch. 324 (S.B. [1488](#)), Sec. 21.003(4), eff. September 1, 2017.

Acts 2019, 86th Leg., R.S., Ch. 439 (S.B. [1376](#)), Sec. 4.01(a)(1), eff. June 4, 2019.

Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. [3](#)), Sec. 3.003, eff. September 1, 2019.

Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. [3](#)), Sec. 4.001(a)(1), eff. September 1, 2019.

Acts 2023, 88th Leg., R.S., Ch. 542 (H.B. [3928](#)), Sec. 2, eff. June 10, 2023.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE C. LOCAL ORGANIZATION AND GOVERNANCE  
CHAPTER 11. SCHOOL DISTRICTS  
SUBCHAPTER D. POWERS AND DUTIES OF BOARD OF TRUSTEES OF  
INDEPENDENT SCHOOL DISTRICT

**TEC, §11.159. MEMBER TRAINING AND ORIENTATION.**

- (a) The State Board of Education shall provide a training course for independent school district trustees to be offered by the regional education service centers. Registration for a course must be open to any interested person, including current and prospective board members, and the state board may prescribe a registration fee designed to offset the costs of providing that course.
- (b) A trustee must complete any training required by the State Board of Education. The minutes of the last regular meeting of the board of trustees held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment. If the minutes reflect that a trustee is deficient, the district shall post the minutes on the district's Internet website within 10 business days of the meeting and maintain the posting until the trustee meets the requirements.
- (b-1) The State Board of Education shall require a trustee to complete training on school safety. The state board, in coordination with the Texas School Safety Center, shall develop the curriculum and materials for the training.
- (c) The State Board of Education shall require a trustee to complete every two years at least:
  - (1) three hours of training on evaluating student academic performance; and
  - (2) one hour of training on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children.
- (c-1) The training required by Subsection (c)(1) must be research-based and designed to support the oversight role of the board of trustees under Section [11.1515](#).
- (c-2) A candidate for trustee may complete the training required by Subsection (c) up to one year before the candidate is elected. A new trustee shall complete the training within 120 days after the date of the trustee's election or appointment. A returning trustee shall complete the training by the second anniversary of the completion of the trustee's previous training.
- (d) A trustee or candidate for trustee may complete training required under Subsection (c) at a regional education service center or through another authorized provider. A provider must certify the completion of the training by a trustee or candidate.

(e) For purposes of this section, "other maltreatment" has the meaning assigned by Section [42.002](#), Human Resources Code.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 1244 (H.B. [2563](#)), Sec. 5, eff. September 1, 2007.

Acts 2017, 85th Leg., R.S., Ch. 925 (S.B. [1566](#)), Sec. 5, eff. September 1, 2017.

Acts 2019, 86th Leg., R.S., Ch. 214 (H.B. [403](#)), Sec. 1, eff. September 1, 2019.

Acts 2021, 87th Leg., R.S., Ch. 313 (H.B. [690](#)), Sec. 1, eff. September 1, 2021.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE C. LOCAL ORGANIZATION AND GOVERNANCE  
CHAPTER 11. SCHOOL DISTRICTS  
SUBCHAPTER H. SPECIAL-PURPOSE SCHOOL DISTRICTS

**TEC, §11.352. GOVERNANCE OF SPECIAL-PURPOSE DISTRICT.**

- (a) The State Board of Education shall appoint for each district established under Section [11.351](#) a board of three, five, or seven trustees, as determined by the State Board of Education. A trustee is not required to be a resident of the district.
- (b) For each military reservation school district, the State Board of Education may appoint a board of three or five trustees. Enlisted military personnel and military officers may be appointed to the school board. A majority of the trustees appointed for the district must be civilians and all may be civilians. The trustees shall be selected from a list of persons who are qualified to serve as members of a school district board of trustees under Section [11.061](#) and who live on or are employed on the military reservation. A person who retires from active duty or civilian service while serving a term as a member of the board of trustees may continue to serve for the remainder of that person's term. The list shall be furnished to the board by the commanding officer of the military reservation. The trustees appointed serve terms of two years.
- (c) The State Board of Education shall adopt rules for the governance of a special-purpose district. In the absence of a rule adopted under this subsection, the laws applicable to independent school districts apply to a special-purpose district.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 982, Sec. 3, eff. Sept. 1, 2001.

Amended by:

Acts 2005, 79th Leg., Ch. 676 (S.B. [144](#)), Sec. 1, eff. June 17, 2005.

Acts 2023, 88th Leg., R.S., Ch. 759 (H.B. [4210](#)), Sec. 1, eff. September 1, 2023.



TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE C. LOCAL ORGANIZATION AND GOVERNANCE  
CHAPTER 12. CHARTERS  
SUBCHAPTER D. OPEN-ENROLLMENT CHARTER SCHOOL

**TEC, §12.101. AUTHORIZATION.**

- (a) In accordance with this subchapter, the commissioner may grant a charter on the application of an eligible entity for an open-enrollment charter school to operate in a facility of a commercial or nonprofit entity, an eligible entity, or a school district, including a home-rule school district. In this subsection, "eligible entity" means:
- (1) an institution of higher education as defined under Section [61.003](#);
  - (2) a private or independent institution of higher education as defined under Section [61.003](#);
  - (3) an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986 (26 U.S.C. Section 501(c)(3)); or
  - (4) a governmental entity.
- (b) After thoroughly investigating and evaluating an applicant, the commissioner, in coordination with a member of the State Board of Education designated for the purpose by the chair of the board, may grant a charter for an open-enrollment charter school only to an applicant that meets any financial, governing, educational, and operational standards adopted by the commissioner under this subchapter, that the commissioner determines is capable of carrying out the responsibilities provided by the charter and likely to operate a school of high quality, and that:
- (1) has not within the preceding 10 years had a charter under this chapter or a similar charter issued under the laws of another state surrendered under a settlement agreement, revoked, denied renewal, or returned; or
  - (2) is not, under rules adopted by the commissioner, considered to be a corporate affiliate of or substantially related to an entity that has within the preceding 10 years had a charter under this chapter or a similar charter issued under the laws of another state surrendered under a settlement agreement, revoked, denied renewal, or returned.
- (b-0) The commissioner shall notify the State Board of Education of each charter the commissioner proposes to grant under this subchapter. Unless, before the 90th day after the date on which the board receives the notice from the commissioner, a majority of the members of the board present and voting vote against the grant of that charter, the commissioner's proposal to grant the charter takes effect. The board may not deliberate or vote on any grant of a charter that is not proposed by the commissioner.
- (b-1) In granting charters for open-enrollment charter schools, the commissioner may not grant a total of more than:
- (1) 215 charters through the fiscal year ending August 31, 2014;
  - (2) 225 charters beginning September 1, 2014;
  - (3) 240 charters beginning September 1, 2015;
  - (4) 255 charters beginning September 1, 2016;

- (5) 270 charters beginning September 1, 2017; and
- (6) 285 charters beginning September 1, 2018.
- (b-2) Beginning September 1, 2019, the total number of charters for open-enrollment charter schools that may be granted is 305 charters.
- (b-3) The commissioner may not grant more than one charter for an open-enrollment charter school to any charter holder. The commissioner may consolidate charters for an open-enrollment charter school held by multiple charter holders into a single charter held by a single charter holder with the written consent to the terms of consolidation by or at the request of each charter holder affected by the consolidation.
- (b-4) Notwithstanding Section [12.114](#), approval of the commissioner under that section is not required for establishment of a new open-enrollment charter school campus if the requirements of this subsection are satisfied. A charter holder having an accreditation status of accredited and at least 50 percent of its student population in grades assessed under Subchapter [B](#), Chapter [39](#), or at least 50 percent of the students in the grades assessed having been enrolled in the school for at least three school years may establish one or more new campuses under an existing charter held by the charter holder if:
  - (1) the charter holder is currently evaluated under the standard accountability procedures for evaluation under Chapter [39](#) and received a district rating in the highest or second highest performance rating category under Subchapter [C](#), Chapter [39](#), for three of the last five years with at least 75 percent of the campuses rated under the charter also receiving a rating in the highest or second highest performance rating category and with no campus with a rating in the lowest performance rating category in the most recent ratings;
  - (2) the charter holder provides written notice to the commissioner of the establishment of any campus under this subsection in the time, manner, and form provided by rule of the commissioner; and
  - (3) not later than the 60th day after the date the charter holder provides written notice under Subdivision (2), the commissioner does not provide written notice to the charter holder that the commissioner has determined that the charter holder does not satisfy the requirements of this section.
- (b-5) The initial term of a charter granted under this section is five years.
- (b-6) The commissioner shall adopt rules to modify criteria for granting a charter for an open-enrollment charter school under this section to the extent necessary to address changes in performance rating categories or in the financial accountability system under Chapter [39](#).
- (b-7) A charter granted under this section for a dropout recovery school is not considered for purposes of the limit on the number of charters for open-enrollment charter schools imposed by this section. For purposes of this subsection, an open-enrollment charter school is considered to be a dropout recovery school if the school meets the criteria for designation as a dropout recovery school under Section [12.1141\(c\)](#).
- (b-8) In adopting any financial standards under this subchapter that an applicant for a charter for an open-enrollment charter school must meet, the commissioner shall not:
  - (1) exclude any loan or line of credit in determining an applicant's available funding; or
  - (2) exclude an applicant from the grant of a charter solely because the applicant fails to demonstrate having a certain amount of current assets in cash.

- (b-10) The commissioner by rule shall allow a charter holder to provide written notice of the establishment of a new open-enrollment charter school campus under Subsection (b-4)(2) up to 36 months before the date on which the campus is anticipated to open. Notice provided to the commissioner under this section does not obligate the charter holder to open a new campus.
- (c) If the facility to be used for an open-enrollment charter school is a school district facility, the school must be operated in the facility in accordance with the terms established by the board of trustees or other governing body of the district in an agreement governing the relationship between the school and the district.
- (d) An educator employed by a school district before the effective date of a charter for an open-enrollment charter school operated at a school district facility may not be transferred to or employed by the open-enrollment charter school over the educator's objection.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 2, eff. Sept. 1, 2001; Acts 2003, 78th Leg., ch. 193, Sec. 1, eff. June 2, 2003.

Amended by:

Acts 2013, 83rd Leg., R.S., Ch. 1140 (S.B. [2](#)), Sec. 9, eff. September 1, 2013.

Acts 2015, 84th Leg., R.S., Ch. 1046 (H.B. [1842](#)), Sec. 3(a), eff. June 19, 2015.

Acts 2019, 86th Leg., R.S., Ch. 597 (S.B. [668](#)), Sec. 2.01, eff. June 10, 2019.

Acts 2023, 88th Leg., R.S., Ch. 706 (H.B. [2102](#)), Sec. 1, eff. September 1, 2023.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS  
CHAPTER 21. EDUCATORS  
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

**TEC, §21.031. PURPOSE.**

- (a) The State Board for Educator Certification is established to recognize public school educators as professionals and to grant educators the authority to govern the standards of their profession. The board shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.
  
- (b) In proposing rules under this subchapter, the board shall ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
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SUBCHAPTER B. CERTIFICATION OF EDUCATORS

**TEC, §21.035. DELEGATION AUTHORITY; ADMINISTRATION BY AGENCY.**

- (a) The board is permitted to make a written delegation of authority to the commissioner or the agency to informally dispose of a contested case involving educator certification.
- (b) The agency shall provide the board's administrative functions and services.

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TITLE 2. PUBLIC EDUCATION  
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CHAPTER 21. EDUCATORS  
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

**TEC, §21.041. RULES; FEES.**

- (a) The board may adopt rules as necessary for its own procedures.
- (b) The board shall propose rules that:
  - (1) provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;
  - (2) specify the classes of educator certificates to be issued, including emergency certificates;
  - (3) specify the period for which each class of educator certificate is valid;
  - (4) specify the requirements for the issuance and renewal of an educator certificate;
  - (5) provide for the issuance of an educator certificate to a person who holds a similar certificate issued by another state or foreign country, subject to Section 21.052;
  - (6) provide for special or restricted certification of educators, including certification of instructors of American Sign Language;
  - (7) provide for disciplinary proceedings, including the suspension or revocation of an educator certificate, as provided by Chapter 2001, Government Code;
  - (8) provide for the adoption, amendment, and enforcement of an educator's code of ethics;
  - (9) provide for continuing education requirements; and
  - (10) provide for certification of persons performing appraisals under Subchapter H.
- (c) The board shall propose a rule adopting a fee for the issuance and maintenance of an educator certificate that, when combined with any fees imposed under Subsection (d), is adequate to cover the cost of administration of this subchapter.
- (d) The board may propose a rule adopting a fee for the approval or renewal of approval of an educator preparation program, or for the addition of a certificate or field of certification to the scope of a program's approval. A fee imposed under this subsection may not exceed the amount necessary, as determined by the board, to provide for the administrative cost of approving, renewing the approval of, and appropriately ensuring the accountability of educator preparation programs under this subchapter.

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CHAPTER 21. EDUCATORS  
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

**TEC, §21.042. APPROVAL OF RULES.**

The State Board for Educator Certification must submit a written copy of each rule it proposes to adopt to the State Board of Education for review. The State Board of Education may reject a proposed rule by a vote of at least two-thirds of the members of the board present and voting. If the State Board of Education fails to reject a proposal before the 90th day after the date on which it receives the proposal, the proposal takes effect as a rule of the State Board for Educator Certification as provided by Chapter 2001, Government Code. The State Board of Education may not modify a rule proposed by the State Board for Educator Certification.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS  
CHAPTER 21. EDUCATORS  
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

**TEC, §21.043. ACCESS TO PEIMS DATA.**

- (a) The agency shall provide the board with access to data obtained under the Public Education Information Management System (PEIMS).
- (b) The agency shall provide educator preparation programs with data based on information reported through the Public Education Information Management System (PEIMS) that enables an educator preparation program to:
  - (1) assess the impact of the program; and
  - (2) revise the program as needed to improve the design and effectiveness of the program.
- (c) The agency in coordination with the board shall solicit input from educator preparation programs to determine the data to be provided to educator preparation programs.



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CHAPTER 21. EDUCATORS  
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

**TEC, §21.045. ACCOUNTABILITY SYSTEM FOR EDUCATOR PREPARATION PROGRAMS.**

- (a) The board shall propose rules necessary to establish standards to govern the continuing accountability of all educator preparation programs based on the following information that is disaggregated with respect to race, sex, and ethnicity:
- (1) results of the certification examinations prescribed under Section 21.048(a);
  - (2) performance based on the appraisal system for beginning teachers adopted by the board;
  - (3) achievement, including improvement in achievement, of students taught by beginning teachers for the first three years following certification, to the extent practicable;
  - (4) compliance with board requirements regarding the frequency, duration, and quality of structural guidance and ongoing support provided by field supervisors to candidates completing student teaching, clinical teaching, or an internship; and
  - (5) results from a teacher satisfaction survey, developed by the board with stakeholder input, of new teachers performed at the end of the teacher's first year of teaching.
- (b) Each educator preparation program shall submit data elements as required by the board for an annual performance report to ensure access and equity. At a minimum, the annual report must contain:
- (1) the performance data from Subsection (a), other than the data required for purposes of Subsection (a)(3);
  - (2) data related to the program's compliance with requirements for field supervision of candidates during their clinical teaching and internship experiences;
  - (3) the following information, disaggregated by race, sex, and ethnicity:
    - (A) the number of candidates who apply;
    - (B) the number of candidates admitted;
    - (C) the number of candidates retained;
    - (D) the number of candidates completing the program;

- (E) the number of candidates employed as beginning teachers under standard teaching certificates by not later than the first anniversary of completing the program;
  - (F) the amount of time required by candidates employed as beginning teachers under probationary teaching certificates to be issued standard teaching certificates;
  - (G) the number of candidates retained in the profession; and
  - (H) any other information required by federal law;
- (4) the ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship; and
  - (5) any other information necessary to enable the board to assess the effectiveness of the program on the basis of teacher retention and success criteria adopted by the board.
- (c) The board shall propose rules necessary to establish performance standards for the Accountability System for Educator Preparation for accrediting educator preparation programs. At a minimum, performance standards must be based on Subsection (a).
  - (d) To assist an educator preparation program in improving the design and effectiveness of the program in preparing educators for the classroom, the agency shall provide to each program data that is compiled and analyzed by the agency based on information reported through the Public Education Information Management System (PEIMS) relating to the program.

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**TEC, §21.0441. ADMISSION REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS .**

- (a) Rules of the board proposed under this subchapter must provide that a person, other than a person seeking career and technology education certification, is not eligible for admission to an educator preparation program, including an alternative educator preparation program, unless the person:
  - (1) except as provided by Subsection (b), satisfies the following minimum grade point average requirements:
    - (A) an overall grade point average of at least 2.50 on a four-point scale or the equivalent on any course work previously attempted at a public or private institution of higher education; or
    - (B) a grade point average of at least 2.50 on a four-point scale or the equivalent for the last 60 semester credit hours attempted at a public or private institution of higher education; and
  - (2) if the person is seeking initial certification:
    - (A) has successfully completed at least:
      - (i) 15 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is seeking certification to teach mathematics or science at or above grade level seven; or
      - (ii) 12 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is not seeking certification to teach mathematics or science at or above grade level seven; or
    - (B) has achieved a satisfactory level of performance on a content certification examination, which may be a content certification examination administered by a vendor approved by the commissioner for purposes of administering such an examination for the year for which the person is applying for admission to the program.
- (b) The board's rules must permit an educator preparation program to admit in extraordinary circumstances a person who fails to satisfy a grade point average requirement prescribed by Subsection (a)(1)(A) or (B), provided that:

- (1) not more than 10 percent of the total number of persons admitted to the program in a year fail to satisfy the requirement under Subsection (a)(1)(A) or (B);
  - (2) each person admitted as described by this subsection performs, before admission, at a satisfactory level on an appropriate subject matter examination for each subject in which the person seeks certification; and
  - (3) for each person admitted as described by this subsection, the director of the program determines and certifies, based on documentation provided by the person, that the person's work, business, or career experience demonstrates achievement comparable to the academic achievement represented by the grade point average requirement.
- (c) The overall grade point average of each incoming class admitted by an educator preparation program, including an alternative educator preparation program, may not be less than 3.00 on a four-point scale or the equivalent or a higher overall grade point average prescribed by the board. In computing the overall grade point average of an incoming class for purposes of this subsection, a program may:
- (1) include the grade point average of each person in the incoming class based on all course work previously attempted by the person at a public or private institution of higher education; or
  - (2) include the grade point average of each person in the incoming class based only on the last 60 semester credit hours attempted by the person at a public or private institution of higher education.
- (d) A person seeking career and technology education certification is not included in determining the overall grade point average of an incoming class under Subsection (c).

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**TEC, §21.0443. EDUCATOR PREPARATION PROGRAM APPROVAL AND RENEWAL.**

- (a) The board shall propose rules to establish standards to govern the approval or renewal of approval of:
  - (1) educator preparation programs; and
  - (2) certification fields authorized to be offered by an educator preparation program.
- (b) To be eligible for approval or renewal of approval, an educator preparation program must:
  - (1) incorporate proactive instructional planning techniques throughout course work and across content areas using a framework that:
    - (A) provides flexibility in the ways:
      - (i) information is presented;
      - (ii) students respond or demonstrate knowledge and skills; and
      - (iii) students are engaged;
    - (B) reduces barriers in instruction;
    - (C) provides appropriate accommodations, supports, and challenges; and
    - (D) maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency;
  - (2) integrate inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout course work, clinical experience, and student teaching;
  - (3) adequately prepare candidates for educator certification; and
  - (4) meet the standards and requirements of the board.
- (c) The board shall require that each educator preparation program be reviewed for renewal of approval at least every five years. The board shall adopt an evaluation process to be used in reviewing an educator preparation program for renewal of approval.

Added by Acts 2015, 84th Leg., R.S., Ch. 931 (H.B. [2205](#)), Sec. 5, eff. September 1, 2015.

Amended by:

Acts 2021, 87th Leg., R.S., Ch. 215 (H.B. [159](#)), Sec. 3, eff. September 1, 2021.

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**TEC, §21.0451. SANCTIONS UNDER ACCOUNTABILITY SYSTEM FOR EDUCATOR PREPARATION PROGRAMS.**

- (a) The board shall propose rules necessary for the sanction of educator preparation programs that do not meet accountability standards or comply with state law or rules and shall at least annually review the accreditation status of each educator preparation program. The rules:
- (1) shall provide for the assignment of the following accreditation statuses:
    - (A) not rated;
    - (B) accredited;
    - (C) accredited-warned;
    - (D) accredited-probation; and
    - (E) not accredited-revoked;
  - (2) may provide for the agency to take any necessary action, including one or more of the following actions:
    - (A) requiring the program to obtain technical assistance approved by the agency or board;
    - (B) requiring the program to obtain professional services under contract with another person;
    - (C) appointing a monitor to participate in and report to the board on the activities of the program; and
    - (D) if a program has been rated as accredited-probation under the Accountability System for Educator Preparation for a period of at least one year, revoking the approval of the program and ordering the program to be closed, provided that the board or agency has provided the opportunity for a contested case hearing;
  - (3) shall provide for the agency to revoke the approval of the program and order the program to be closed if the program has been rated as accredited-probation under the Accountability System for Educator Preparation for three consecutive years, provided that the board or agency has provided the opportunity for a contested case hearing; and
  - (4) shall provide the board procedure for changing the accreditation status of a program that:

- (A) does not meet the accreditation standards established under Section [21.045\(a\)](#); or
  - (B) violates a board or agency regulation.
- (b) Any action authorized or required to be taken against an educator preparation program under Subsection (a) may also be taken with regard to a particular field of certification authorized to be offered by an educator preparation program.
  - (c) A revocation must be effective for a period of at least two years. After two years, the program may seek renewed approval to prepare educators for state certification.
  - (d) The costs of technical assistance required under Subsection (a)(2)(A) or the costs associated with the appointment of a monitor under Subsection (a)(2)(C) shall be paid by the educator preparation program.

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**TEC, §21.0452. CONSUMER INFORMATION REGARDING EDUCATOR PREPARATION PROGRAMS.**

- (a) To assist persons interested in obtaining teaching certification in selecting an educator preparation program and assist school districts in making staffing decisions, the board shall make information regarding educator programs in this state available to the public through the board's Internet website.
- (b) The board shall make available at least the following information regarding each educator preparation program:
  - (1) the information specified in Sections [21.045\(a\)](#) and (b);
  - (2) in addition to any other appropriate information indicating the quality of persons admitted to the program, the average academic qualifications possessed by persons admitted to the program, including:
    - (A) average overall grade point average and average grade point average in specific subject areas; and
    - (B) average scores on the Scholastic Assessment Test (SAT), the American College Test (ACT), or the Graduate Record Examination (GRE), as applicable;
  - (3) the degree to which persons who complete the program are successful in obtaining teaching positions;
  - (4) the extent to which the program prepares teachers, including general education teachers and special education teachers, to effectively teach:
    - (A) students with disabilities; and
    - (B) emergent bilingual students, as defined by Section [29.052](#);
  - (5) the activities offered by the program that are designed to prepare teachers to:
    - (A) integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and
    - (B) use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement;
  - (6) for each semester, the average ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship in an educator preparation program;
  - (7) the perseverance of beginning teachers in the profession, based on information reported through the Public Education Information Management System (PEIMS) providing the



- number of beginning teachers employed as classroom teachers for at least three years after certification in comparison to similar programs;
- (8) the results of exit surveys given to program participants on completion of the program that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom;
  - (9) the results of surveys given to school principals that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom, based on experience with employed program participants; and
  - (10) the results of teacher satisfaction surveys developed under Section [21.045](#) and given to program participants at the end of the first year of teaching.
- (c) For purposes of Subsection (b)(9), the board shall require an educator preparation program to distribute an exit survey that a program participant must complete before the participant is eligible to receive a certificate under this subchapter.
  - (d) For purposes of Subsections (b)(9) and (10), the board shall develop surveys for distribution to program participants and school principals.
  - (e) The board may develop procedures under which each educator preparation program receives a designation or ranking based on the information required to be made available under Subsection (b). If the board develops procedures under this subsection, the designation or ranking received by each program must be included in the information made available under this section.
  - (f) In addition to other information required to be made available under this section, the board shall provide information identifying employment opportunities for teachers in the various regions of this state. The board shall specifically identify each region of this state in which a shortage of qualified teachers exists.
  - (g) The board may require any person to provide information to the board for purposes of this section.

Added by Acts 2009, 81st Leg., R.S., Ch. 723 (S.B. [174](#)), Sec. 2, eff. June 19, 2009.

Amended by:

Acts 2015, 84th Leg., R.S., Ch. 931 (H.B. [2205](#)), Sec. 8, eff. September 1, 2015.

Acts 2019, 86th Leg., R.S., Ch. 573 (S.B. [241](#)), Sec. 1.01, eff. September 1, 2019.

Acts 2019, 86th Leg., R.S., Ch. 597 (S.B. [668](#)), Sec. 1.02, eff. June 10, 2019.

Acts 2021, 87th Leg., R.S., Ch. 973 (S.B. [2066](#)), Sec. 1, eff. September 1, 2021.

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SUBTITLE E. STUDENTS AND PARENTS  
CHAPTER 26. PARENTAL RIGHTS AND RESPONSIBILITIES

**TEC, §26.0061. RIGHT TO REQUEST INSTRUCTIONAL MATERIAL REVIEW.**

- (a) The board of trustees of each school district shall establish a process by which a parent of a student, as indicated on the student registration form at the student's campus, may request an instructional material review under Section [31.0252](#) for a subject area in the grade level in which the student is enrolled.
- (b) A process established under Subsection (a):
  - (1) may not require more than one parent of a student to make the request;
  - (2) must provide for the board of trustees of the school district to determine if the request will be granted, either originally or through an appeal process; and
  - (3) may permit the requesting parent to review the instructional material directly before the district conducts an instructional material review under Section [31.0252](#).
- (c) If the parents of at least 25 percent of the students enrolled at a campus present to the board of trustees of the school district in which the campus is located a petition for the board to conduct an instructional material review under Section [31.0252](#), the board shall, subject to Subsection (d), conduct the review, unless the petition is presented by the parents of less than 50 percent of the students enrolled at the campus and, by a majority vote, the board denies the request. A review conducted under this subsection shall include a review of instructional materials for each subject area or grade level specified in the petition.
- (d) The board of trustees of a school district is not required to conduct a review under this section for a specific subject area or grade level at a specific district campus more than once per school year.
- (e) Parental access to instructional material provided by an instructional material review conducted under this section is in addition to any other right to access instructional material granted by this title or school district policy.
- (f) The State Board of Education may adopt rules to implement this section.

Added by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. [1605](#)), Sec. 6, eff. June 13, 2023.

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CHAPTER 28. COURSES OF STUDY; ADVANCEMENT  
SUBCHAPTER A. ESSENTIAL KNOWLEDGE AND SKILLS; CURRICULUM

**TEC, §28.002. REQUIRED CURRICULUM.**

- (a) Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum:
  - (1) a foundation curriculum that includes:
    - (A) English language arts;
    - (B) mathematics;
    - (C) science; and
    - (D) social studies, consisting of Texas, United States, and world history, government, economics, with emphasis on the free enterprise system and its benefits, and geography; and
  - (2) an enrichment curriculum that includes:
    - (A) to the extent possible, languages other than English;
    - (B) health, with emphasis on:
      - (i) physical health, including the importance of proper nutrition and exercise;
      - (ii) mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making; and
      - (iii) suicide prevention, including recognizing suicide-related risk factors and warning signs;
    - (C) physical education;
    - (D) fine arts;
    - (E) career and technology education;
    - (F) technology applications;
    - (G) religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
    - (H) personal financial literacy.
- (b) The State Board of Education by rule shall designate subjects constituting a well-balanced curriculum to be offered by a school district that does not offer kindergarten through grade 12.
- (b-1) In this section, "common core state standards" means the national curriculum standards developed by the Common Core State Standards Initiative.
- (b-2) The State Board of Education may not adopt common core state standards to comply with a duty imposed under this chapter.
- (b-3) A school district may not use common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills at appropriate grade levels under Subsection (c).
- (b-4) Notwithstanding any other provision of this code, a school district or open-enrollment charter school may not be required to offer any aspect of a common core state standards curriculum.
- (c) The State Board of Education, with the direct participation of educators, parents, business and industry representatives, and employers shall by rule identify the essential knowledge and skills of each subject of

the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials under Chapter 31 and addressed on the assessment instruments required under Subchapter B, Chapter 39. As a condition of accreditation, the board shall require each district to provide instruction in the essential knowledge and skills at appropriate grade levels and to make available to each high school student in the district an Algebra II course.

- (c-1) The State Board of Education shall adopt rules requiring students enrolled in grade levels six, seven, and eight to complete at least one fine arts course during those grade levels as part of a district's fine arts curriculum.
- (c-2) Each time the Texas Higher Education Coordinating Board revises the Internet database of the coordinating board's official statewide inventory of workforce education courses, the State Board of Education shall by rule revise the essential knowledge and skills of any corresponding career and technology education curriculum as provided by Subsection (c).
- (c-3) In adopting the essential knowledge and skills for the technology applications curriculum for kindergarten through grade eight, the State Board of Education shall adopt essential knowledge and skills that include coding, computer programming, computational thinking, and cybersecurity. The State Board of Education shall review and revise, as needed, the essential knowledge and skills of the technology applications curriculum every five years to ensure the curriculum:
  - (1) is relevant to student education; and
  - (2) aligns with current or emerging professions.
- (c-4) In adopting essential knowledge and skills for English language arts under Subsection (a)(1)(A), the State Board of Education shall specify a list of required vocabulary and at least one literary work to be taught in each grade level. The vocabulary specified by the board must support the essential knowledge and skills adopted for other courses offered under the foundation curriculum under Subsection (a)(1).
- (c-5) The State Board of Education shall initiate the process of specifying an initial list of vocabulary and literary works as required by Subsection (c-4) not later than February 1, 2024. The State Board of Education shall request from the agency recommendations regarding the list, and that request for recommendations may be considered an initiation of the process. This subsection expires September 1, 2025.
- (d) The physical education curriculum required under Subsection (a)(2)(C) must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life. Each school district shall establish specific objectives and goals the district intends to accomplish through the physical education curriculum. In identifying the essential knowledge and skills of physical education, the State Board of Education shall ensure that the curriculum:
  - (1) emphasizes the knowledge and skills capable of being used during a lifetime of regular physical activity;
  - (2) is consistent with national physical education standards for:
    - (A) the information that students should learn about physical activity; and
    - (B) the physical activities that students should be able to perform;
  - (3) requires that, on a weekly basis, at least 50 percent of the physical education class be used for actual student physical activity and that the activity be, to the extent practicable, at a moderate or vigorous level;
  - (4) offers students an opportunity to choose among many types of physical activity in which to participate;

- (5) offers students both cooperative and competitive games;
  - (6) meets the needs of students of all physical ability levels, including students who have a chronic health problem, disability, including a student who is a person with a disability described under Section [29.003\(b\)](#) or criteria developed by the agency in accordance with that section, or other special need that precludes the student from participating in regular physical education instruction but who might be able to participate in physical education that is suitably adapted and, if applicable, included in the student's individualized education program;
  - (7) takes into account the effect that gender and cultural differences might have on the degree of student interest in physical activity or on the types of physical activity in which a student is interested;
  - (8) teaches self-management and movement skills;
  - (9) teaches cooperation, fair play, and responsible participation in physical activity;
  - (10) promotes student participation in physical activity outside of school; and
  - (11) allows physical education classes to be an enjoyable experience for students.
- (e) American Sign Language is a language for purposes of Subsection (a)(2)(A). A public school may offer an elective course in the language.
- (f) A school district may offer courses for local credit in addition to those in the required curriculum. The State Board of Education shall:
- (1) be flexible in approving a course for credit for high school graduation under this subsection; and
  - (2) approve courses in cybersecurity for credit for high school graduation under this subsection.
- (g) A local instructional plan may draw on state curriculum frameworks and program standards as appropriate. Each district is encouraged to exceed minimum requirements of law and State Board of Education rule. Each district shall ensure that all children in the district participate actively in a balanced curriculum designed to meet individual needs. Before the adoption of a major curriculum initiative, including the use of a curriculum management system, a district must use a process that:
- (1) includes teacher input;
  - (2) provides district employees with the opportunity to express opinions regarding the initiative; and
  - (3) includes a meeting of the board of trustees of the district at which:
    - (A) information regarding the initiative is presented, including the cost of the initiative and any alternatives that were considered; and
    - (B) members of the public and district employees are given the opportunity to comment regarding the initiative.
- (g-1) A district may also offer a course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate, that is approved by the board of trustees for credit without obtaining State Board of Education approval if:
- (1) the district develops a program under which the district partners with a public or private institution of higher education and local business, labor, and community leaders to develop and provide the courses; and
  - (2) the course or other activity allows students to enter:
    - (A) a career or technology training program in the district's region of the state;

- (B) an institution of higher education without remediation;
  - (C) an apprenticeship training program; or
  - (D) an internship required as part of accreditation toward an industry-recognized credential or certificate for course credit.
- (g-2) Each school district shall annually report to the agency the names of the courses, programs, institutions of higher education, and internships in which the district's students have enrolled under Subsection (g-1) and the names of the courses and institutions of higher education in which the district's students have enrolled under Subsection (g-3). The agency shall make available information provided under this subsection to other districts.
- (g-3) A district may also offer a course in cybersecurity that is approved by the board of trustees for credit without obtaining State Board of Education approval if the district partners with a public or private institution of higher education that offers an undergraduate degree program in cybersecurity to develop and provide the course.
- (h) The State Board of Education and each school district shall require the teaching of informed American patriotism, Texas history, and the free enterprise system in the adoption of instructional materials for kindergarten through grade 12, including the founding documents of the United States. A primary purpose of the public school curriculum is to prepare thoughtful, informed citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the fundamental democratic principles of our state and national heritage.
- (h-1) In adopting the essential knowledge and skills for the foundation curriculum under Subsection (a)(1), the State Board of Education shall, as appropriate, adopt essential knowledge and skills that develop each student's civic knowledge, including an understanding of:
- (1) the fundamental moral, political, and intellectual foundations of the American experiment in self-government;
  - (2) the history, qualities, traditions, and features of civic engagement in the United States;
  - (3) the structure, function, and processes of government institutions at the federal, state, and local levels; and
  - (4) the founding documents of the United States, including:
    - (A) the entirety of the Declaration of Independence;
    - (B) the entirety of the United States Constitution;
    - (C) the Federalist Papers, including the entirety of Essays 10 and 51;
    - (D) excerpts from Alexis de Tocqueville's *Democracy in America*;
    - (E) the transcript of the first Lincoln-Douglas debate;
    - (F) the writings of the founding fathers of the United States;
    - (G) the entirety of Frederick Douglass's speeches "The Meaning of July Fourth for the Negro" and "What the Black Man Wants"; and
    - (H) the entirety of Martin Luther King Jr.'s speech "I Have a Dream."
- (h-2) In adopting the essential knowledge and skills for the social studies curriculum for each grade level from kindergarten through grade 12, the State Board of Education shall adopt essential knowledge and skills that develop each student's civic knowledge, including:

- (1) an understanding of:
    - (A) the fundamental moral, political, entrepreneurial, and intellectual foundations of the American experiment in self-government;
    - (B) the history, qualities, traditions, and features of civic engagement in the United States;
    - (C) the structure, function, and processes of government institutions at the federal, state, and local levels; and
    - (D) the founding documents of the United States;
  - (2) the ability to:
    - (A) analyze and determine the reliability of information sources;
    - (B) formulate and articulate reasoned positions;
    - (C) understand the manner in which local, state, and federal government works and operates through the use of simulations and models of governmental and democratic processes;
    - (D) actively listen and engage in civil discourse, including discourse with those with different viewpoints; and
    - (E) participate as a citizen in a constitutional democracy by voting; and
  - (3) an appreciation of:
    - (A) the importance and responsibility of participating in civic life;
    - (B) a commitment to the United States and its form of government; and
    - (C) a commitment to free speech and civil discourse.
- (h-3) Repealed by Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. 3), Sec. 6, eff. December 2, 2021.
- (h-4) Repealed by Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. [3](#)), Sec. 6, eff. December 2, 2021.
- (h-5) Repealed by Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. [3](#)), Sec. 6, eff. December 2, 2021.
- (h-6) In providing instruction regarding the founding documents of the United States as described by Subsection (h-1)(4), a school district or open-enrollment charter school shall use those documents as part of the instructional materials for the instruction.
- (h-7) The agency shall ensure that each school district or open-enrollment charter school teaches civics education as part of the district's social studies curriculum in a manner consistent with the essential knowledge and skills adopted under Subsection (h-2).
- (h-8) Nothing in Subsection (h-2) or (h-7) may be construed as limiting the teaching of or instruction in the essential knowledge and skills adopted under this subchapter.
- (i) The State Board of Education shall adopt rules for the implementation of this subchapter. Except as provided by Subsection (j), the board may not adopt rules that designate the methodology used by a teacher or the time spent by a teacher or a student on a particular task or subject.
- (j) The State Board of Education by rule may require laboratory instruction in secondary science courses and may require a specific amount or percentage of time in a secondary science course that must be laboratory instruction.
- (k) The State Board of Education, in consultation with the Department of State Health Services and the Texas Diabetes Council, shall develop a diabetes education program that a school district may use in the health curriculum under Subsection (a)(2)(B).

- (l) A school district shall require a student enrolled in full-day prekindergarten, in kindergarten, or in a grade level below grade six to participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year as part of the district's physical education curriculum or through structured activity during a school campus's daily recess. To the extent practicable, a school district shall require a student enrolled in prekindergarten on less than a full-day basis to participate in the same type and amount of physical activity as a student enrolled in full-day prekindergarten. A school district shall require students enrolled in grade levels six, seven, and eight to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the district's physical education curriculum. If a school district determines, for any particular grade level below grade six, that requiring moderate or vigorous daily physical activity is impractical due to scheduling concerns or other factors, the district may as an alternative require a student in that grade level to participate in moderate or vigorous physical activity for at least 135 minutes during each school week. Additionally, a school district may as an alternative require a student enrolled in a grade level for which the district uses block scheduling to participate in moderate or vigorous physical activity for at least 225 minutes during each period of two school weeks. A school district must provide for an exemption for:
- (1) any student who is unable to participate in the required physical activity because of illness or disability; and
  - (2) a middle school or junior high school student who participates in an extracurricular activity with a moderate or vigorous physical activity component that is considered a structured activity under rules adopted by the commissioner.
- (l-1) In adopting rules relating to an activity described by Subsection (l)(2), the commissioner may permit an exemption for a student who participates in a school-related activity or an activity sponsored by a private league or club only if the student provides proof of participation in the activity.
- (l-2) To encourage school districts to promote physical activity for children through classroom curricula for health and physical education, the agency, in consultation with the Department of State Health Services, shall designate nationally recognized health and physical education program guidelines that a school district may use in the health curriculum under Subsection (a)(2)(B) or the physical education curriculum under Subsection (a)(2)(C).
- (l-3) (1) This subsection may be cited as "Lauren's Law."
- (2) The State Board of Education, the Department of State Health Services, or a school district may not adopt any rule, policy, or program under Subsections (a), (k), (l), (l-1), or (l-2) that would prohibit a parent or grandparent of a student from providing any food product of the parent's or grandparent's choice to:
- (A) children in the classroom of the child of the parent or grandparent on the occasion of the child's birthday; or
  - (B) children at a school-designated function.
- (m) Section [2001.039](#), Government Code, as added by Chapter 1499, Acts of the 76th Legislature, Regular Session, 1999, does not apply to a rule adopted by the State Board of Education under Subsection (c) or (d).
- (n) The State Board of Education may by rule develop and implement a plan designed to incorporate foundation curriculum requirements into the career and technology education curriculum under Subsection (a)(2)(E).
- (o) In approving career and technology courses, the State Board of Education must determine that at least 50 percent of the approved courses are cost-effective for a school district to implement.



- (p) The State Board of Education, in conjunction with the office of the attorney general, shall develop a parenting and paternity awareness program that a school district shall use in the district's high school health curriculum. A school district may use the program developed under this subsection in the district's middle or junior high school curriculum. At the discretion of the district, a teacher may modify the suggested sequence and pace of the program at any grade level. The program must:
- (1) address parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood;
  - (2) address relationship skills, including money management, communication skills, and marriage preparation; and
  - (3) in district middle, junior high, or high schools that do not have a family violence prevention program, address skills relating to the prevention of family violence.
- (p-2) A school district may develop or adopt research-based programs and curriculum materials for use in conjunction with the program developed under Subsection (p). The programs and curriculum materials may provide instruction in:
- (1) child development;
  - (2) parenting skills, including child abuse and neglect prevention; and
  - (3) assertiveness skills to prevent teenage pregnancy, abusive relationships, and family violence.
- (p-3) The agency shall evaluate programs and curriculum materials developed under Subsection (p-2) and distribute to other school districts information regarding those programs and materials.
- (p-4) A student under 14 years of age may not participate in a program developed under Subsection (p) without the permission of the student's parent or person standing in parental relation to the student.
- (q) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(b)(1), eff. September 1, 2014.
- (r) In adopting the essential knowledge and skills for the health curriculum under Subsection (a)(2)(B), the State Board of Education shall adopt essential knowledge and skills that address the science, risk factors, causes, dangers, consequences, signs, symptoms, and treatment of substance abuse, including the use of illegal drugs, abuse of prescription drugs, abuse of alcohol such as by binge drinking or other excessive drinking resulting in alcohol poisoning, inhaling solvents, and other forms of substance abuse. The agency shall compile a list of evidence-based substance abuse awareness programs from which a school district shall choose a program to use in the district's middle school, junior high school, and high school health curriculum. In this subsection, "evidence-based substance abuse awareness program" means a program, practice, or strategy that has been proven to effectively prevent substance abuse among students, as determined by evaluations that are evidence-based.
- (s) In this subsection, "bullying" has the meaning assigned by Section [37.0832](#) and "harassment" has the meaning assigned by Section [37.001](#). In addition to any other essential knowledge and skills the State Board of Education adopts for the health curriculum under Subsection (a)(2)(B), the board shall adopt for the health curriculum, in consultation with the Texas School Safety Center, essential knowledge and skills that include evidence-based practices that will effectively address awareness, prevention, identification, self-defense in response to, and resolution of and intervention in bullying and harassment.
- (t) The State Board of Education, in consultation with the commissioner of higher education and business and industry leaders, shall develop an advanced language course that a school district may use in the curriculum under Subsection (a)(2)(A) to provide students with instruction in industry-related terminology that prepares students to communicate in a language other than English in a specific professional, business, or industry environment.

- (w) Repealed by Acts 2019, 86th Leg., R.S., Ch. 352 (H.B. [18](#)), Sec. 4.01(2), eff. December 1, 2019.
- (z) The State Board of Education by rule shall require each school district to incorporate instruction in digital citizenship into the district's curriculum, including information regarding the potential criminal consequences of cyberbullying. In this subsection:
  - (1) "Cyberbullying" has the meaning assigned by Section [37.0832](#).
  - (2) "Digital citizenship" means the standards of appropriate, responsible, and healthy online behavior, including the ability to access, analyze, evaluate, create, and act on all forms of digital communication.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 1285, Sec. 4.02, eff. Sept. 1, 1997; Acts 2001, 77th Leg., ch. 907, Sec. 1, eff. June 14, 2001; Acts 2001, 77th Leg., ch. 925, Sec. 3, eff. June 14, 2001; Acts 2003, 78th Leg., ch. 61, Sec. 2, eff. Sept. 1, 2003; Acts 2003, 78th Leg., ch. 1264, Sec. 1, eff. Sept. 1, 2003; Acts 2003, 78th Leg., ch. 1275, Sec. 2(14), eff. Sept. 1, 2003.

Amended by:

- Acts 2005, 79th Leg., Ch. 784 (S.B. [42](#)), Sec. 1, eff. June 17, 2005.
- Acts 2007, 80th Leg., R.S., Ch. 254 (H.B. [2176](#)), Sec. 1, eff. September 1, 2007.
- Acts 2007, 80th Leg., R.S., Ch. 856 (H.B. [1287](#)), Sec. 3, eff. June 15, 2007.
- Acts 2007, 80th Leg., R.S., Ch. 1377 (S.B. [530](#)), Sec. 1, eff. June 15, 2007.
- Acts 2009, 81st Leg., R.S., Ch. 529 (S.B. [1344](#)), Sec. 2, eff. June 19, 2009.
- Acts 2009, 81st Leg., R.S., Ch. 773 (S.B. [891](#)), Sec. 1, eff. June 19, 2009.
- Acts 2009, 81st Leg., R.S., Ch. 895 (H.B. [3](#)), Sec. 25, eff. June 19, 2009.
- Acts 2009, 81st Leg., R.S., Ch. 1419 (H.B. [3076](#)), Sec. 1, eff. June 19, 2009.
- Acts 2009, 81st Leg., R.S., Ch. 1421 (S.B. [1219](#)), Sec. 1, eff. June 19, 2009.
- Acts 2011, 82nd Leg., R.S., Ch. 91 (S.B. [1303](#)), Sec. 27.001(5), eff. September 1, 2011.
- Acts 2011, 82nd Leg., R.S., Ch. 776 (H.B. [1942](#)), Sec. 4, eff. June 17, 2011.
- Acts 2011, 82nd Leg., 1st C.S., Ch. 6 (S.B. [6](#)), Sec. 13, eff. July 19, 2011.
- Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. [5](#)), Sec. 8(a), eff. June 10, 2013.
- Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. [5](#)), Sec. 78(b)(1), eff. September 1, 2014.
- Acts 2013, 83rd Leg., R.S., Ch. 796 (S.B. [1474](#)), Sec. 1, eff. June 14, 2013.
- Acts 2013, 83rd Leg., R.S., Ch. 861 (H.B. [462](#)), Sec. 1, eff. June 14, 2013.
- Acts 2013, 83rd Leg., R.S., Ch. 1026 (H.B. [2662](#)), Sec. 1, eff. June 14, 2013.
- Acts 2015, 84th Leg., R.S., Ch. 89 (H.B. [440](#)), Sec. 1, eff. May 23, 2015.
- Acts 2015, 84th Leg., R.S., Ch. 729 (H.B. [1431](#)), Sec. 1, eff. June 17, 2015.
- Acts 2015, 84th Leg., R.S., Ch. 1175 (S.B. [968](#)), Sec. 1, eff. June 19, 2015.

Acts 2017, 85th Leg., R.S., Ch. 1088 (H.B. [3593](#)), Sec. 1, eff. June 15, 2017.

Acts 2019, 86th Leg., R.S., Ch. 352 (H.B. [18](#)), Sec. 1.07, eff. December 1, 2019.

Acts 2019, 86th Leg., R.S., Ch. 352 (H.B. [18](#)), Sec. 4.01(2), eff. December 1, 2019.

Acts 2019, 86th Leg., R.S., Ch. 464 (S.B. [11](#)), Sec. 7, eff. June 6, 2019.

Acts 2019, 86th Leg., R.S., Ch. 1149 (H.B. [2984](#)), Sec. 1, eff. June 14, 2019.

Acts 2021, 87th Leg., R.S., Ch. 772 (H.B. [3979](#)), Sec. 1, eff. September 1, 2021.

Acts 2021, 87th Leg., R.S., Ch. 1005 (H.B. [4509](#)), Sec. 3, eff. June 18, 2021.

Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. [3](#)), Sec. 3, eff. December 2, 2021.

Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. [3](#)), Sec. 4, eff. December 2, 2021.

Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. [3](#)), Sec. 6, eff. December 2, 2021.

Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. [1605](#)), Sec. 7, eff. June 13, 2023.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES  
CHAPTER 28. COURSES OF STUDY; ADVANCEMENT  
SUBCHAPTER A. ESSENTIAL KNOWLEDGE AND SKILLS; CURRICULUM

**TEC, §28.0023. CARDIOPULMONARY RESUSCITATION AND AUTOMATED EXTERNAL DEFIBRILLATOR INSTRUCTION.**

- (a) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 1269, Sec. 3, eff. June 14, 2013.
- (b) The State Board of Education by rule shall require instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator, for students in grades 7 through 12.
- (c) A school district or open-enrollment charter school shall provide instruction to students in grades 7 through 12 in cardiopulmonary resuscitation and the use of an automated external defibrillator in a manner consistent with the requirements of this section and State Board of Education rules adopted under this section. The instruction may be provided as a part of any course. A student shall receive the instruction at least once before graduation.
- (d) A school administrator may waive the curriculum requirement under this section for an eligible student who has a disability.
- (e) Cardiopulmonary resuscitation instruction must include training in cardiopulmonary resuscitation techniques and the use of an automated external defibrillator that has been developed:
  - (1) by the American Heart Association or the American Red Cross; or
  - (2) using nationally recognized, evidence-based guidelines for emergency cardiovascular care and incorporating psychomotor skills to support the instruction.
- (f) For purposes of Subsection (e), "psychomotor skills" means hands-on practice to support cognitive learning. The term does not include cognitive-only instruction and training.
- (g) A school district or open-enrollment charter school may use emergency medical technicians, paramedics, police officers, firefighters, representatives of the American Heart Association or the American Red Cross, teachers, other school employees, or other similarly qualified individuals to provide instruction and training under this section. Instruction provided under this section is not required to result in certification in cardiopulmonary resuscitation or the use of an automated external defibrillator. If instruction is intended to result in certification in cardiopulmonary resuscitation or the use of an automated external defibrillator, the course instructor must be authorized to provide the instruction by the American Heart Association, the American Red Cross, or a similar nationally recognized association.

Acts 2023, 88th Leg., R.S., Ch. 625 (H.B. [4375](#)), Sec. 3, eff. June 11, 2023.

TEXAS EDUCATION CODE  
CHAPTER 28. COURSES OF STUDY; ADVANCEMENT  
SUBCHAPTER B. ADVANCEMENT, PLACEMENT, CREDIT, AND  
ACADEMIC ACHIEVEMENT RECORD

**TEC, §28.025. HIGH SCHOOL DIPLOMA AND CERTIFICATE; ACADEMIC ACHIEVEMENT RECORD.**

- (a) The State Board of Education by rule shall determine curriculum requirements for the foundation high school program that are consistent with the required curriculum under Section [28.002](#). The State Board of Education shall designate the specific courses in the foundation curriculum under Section [28.002](#)(a)(1) required under the foundation high school program. Except as provided by this section, the State Board of Education may not designate a specific course or a specific number of credits in the enrichment curriculum as requirements for the program.
- (b) A school district shall ensure that each student, on entering ninth grade, indicates in writing an endorsement under Subsection (c-1) that the student intends to earn. A district shall permit a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated. A student may graduate under the foundation high school program without earning an endorsement if, after the student's sophomore year:
  - (1) the student and the student's parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and
  - (2) the student's parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by the agency, allowing the student to graduate under the foundation high school program without earning an endorsement.
- (b-1) The State Board of Education by rule shall require that the curriculum requirements for the foundation high school program under Subsection (a) include a requirement that students successfully complete:
  - (1) four credits in English language arts under Section [28.002](#)(a)(1)(A), including one credit in English I, one credit in English II, one credit in English III, and one credit in an advanced English course authorized under Subsection (b-2);
  - (2) three credits in mathematics under Section [28.002](#)(a)(1)(B), including one credit in Algebra I, one credit in geometry, and one credit in any advanced mathematics course authorized under Subsection (b-2);
  - (3) three credits in science under Section [28.002](#)(a)(1)(C), including one credit in biology, one credit in any advanced science course authorized under Subsection (b-2), and one credit in integrated physics and chemistry or in an additional advanced science course authorized under Subsection (b-2);
  - (4) three credits in social studies under Section [28.002](#)(a)(1)(D), including one credit in United States history, at least one-half credit in government and at least one-half credit in economics or personal financial literacy & economics, and one credit in world geography or world history;
  - (5) except as provided under Subsections (b-12), (b-13), and (b-14), two credits in the same language in a language other than English under Section [28.002](#)(a)(2)(A);
  - (6) five elective credits;
  - (7) one credit in fine arts under Section [28.002](#)(a)(2)(D); and

- (8) except as provided by Subsection (b-11), one credit in physical education under Section [28.002\(a\)\(2\)\(C\)](#).
- (b-2) In adopting rules under Subsection (b-1), the State Board of Education shall:
- (1) provide for a student to comply with the curriculum requirements for an advanced English course under Subsection (b-1)(1), for an advanced mathematics course under Subsection (b-1)(2), and for any advanced science course under Subsection (b-1)(3) by successfully completing a course in the appropriate content area that has been approved as an advanced course by board rule or that is offered as an advanced course for credit without board approval as provided by Section [28.002\(g-1\)](#); and
  - (2) allow a student to comply with the curriculum requirements for the third and fourth mathematics credits under Subsection (b-1)(2) or the third and fourth science credits under Subsection (b-1)(3) by successfully completing an advanced career and technical course designated by the State Board of Education as containing substantively similar and rigorous academic content.
- (b-3) In adopting rules for purposes of Subsection (b-2), the State Board of Education must approve a variety of advanced English, mathematics, and science courses that may be taken to comply with the foundation high school program requirements, provided that each approved course prepares students to enter the workforce successfully or postsecondary education without remediation.
- (b-4) A school district may offer the curriculum described in Subsections (b-1)(1) through (4) in an applied manner. Courses delivered in an applied manner must cover the essential knowledge and skills, and the student shall be administered the applicable end-of-course assessment instrument as provided by Sections [39.023\(c\)](#) and [39.025](#).
- (b-5) A school district may offer a mathematics or science course to be taken by a student after completion of Algebra II and physics. A course approved under this subsection must be endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit.
- (b-6) A school district may allow a student to enroll concurrently in Algebra I and geometry.
- (b-7) The State Board of Education, in coordination with the Texas Higher Education Coordinating Board, shall adopt rules to ensure that a student may comply with the curriculum requirements under the foundation high school program or for an endorsement under Subsection (c-1) by successfully completing appropriate courses in the core curriculum of an institution of higher education under Section [61.822](#). Notwithstanding Subsection (b-15) or (c) of this section, Section [39.025](#), or any other provision of this code and notwithstanding any school district policy, a student who has completed the core curriculum of an institution of higher education under Section [61.822](#), as certified by the institution in accordance with commissioner rule, is considered to have earned a distinguished level of achievement under the foundation high school program and is entitled to receive a high school diploma from the appropriate high school as that high school is determined in accordance with commissioner rule. A student who is considered to have earned a distinguished level of achievement under the foundation high school program under this subsection may apply for admission to an institution of higher education for the first semester or other academic term after the semester or other academic term in which the student completes the core curriculum.
- (b-8) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(b)(3), eff. September 1, 2014.
- (b-9) A school district, with the approval of the commissioner, may allow a student to satisfy the fine arts credit required under Subsection (b-1)(7) by participating in a community-based fine arts program not provided by the school district in which the student is enrolled. The fine arts program must provide instruction in the

essential knowledge and skills identified for fine arts by the State Board of Education under Section [28.002](#)(c). The fine arts program may be provided on or off a school campus and outside the regular school day.

- (b-10) A school district, with the approval of the commissioner, may allow a student to comply with the curriculum requirements for the physical education credit required under Subsection (b-1)(8) by participating in a private or commercially sponsored physical activity program provided on or off a school campus and outside the regular school day.
- (b-11) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student who is unable to participate in physical activity due to disability or illness to substitute one credit in English language arts, mathematics, science, or social studies, one credit in a course that is offered for credit as provided by Section [28.002](#)(g-1), or one academic elective credit for the physical education credit required under Subsection (b-1)(8). A credit allowed to be substituted under this subsection may not also be used by the student to satisfy a graduation requirement other than completion of the physical education credit. The rules must provide that the determination regarding a student's ability to participate in physical activity will be made by:
  - (1) if the student receives special education services under Subchapter [A](#), Chapter [29](#), the student's admission, review, and dismissal committee;
  - (2) if the student does not receive special education services under Subchapter [A](#), Chapter [29](#), but is covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), the committee established for the student under that Act; or
  - (3) if each of the committees described by Subdivisions (1) and (2) is inapplicable, a committee established by the school district of persons with appropriate knowledge regarding the student.
- (b-12) In adopting rules under Subsection (b-1), the State Board of Education shall adopt criteria to allow a student to comply with the curriculum requirements for the two credits in a language other than English required under Subsection (b-1)(5) by substituting two credits in computer programming languages, including computer coding.
- (b-13) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student to substitute credit in another appropriate course for the second credit in the same language in a language other than English otherwise required by Subsection (b-1)(5) if the student, in completing the first credit required under Subsection (b-1)(5), demonstrates that the student is unlikely to be able to complete the second credit. The board rules must establish:
  - (1) the standards and, as applicable, the appropriate school personnel for making a determination under this subsection; and
  - (2) appropriate substitute courses for purposes of this subsection.
- (b-14) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student who, due to disability, is unable to complete two courses in the same language in a language other than English, as provided under Subsection (b-1)(5), to substitute for those credits two credits in English language arts, mathematics, science, or social studies or two credits in career and technology education, technology applications, or other academic electives. A credit allowed to be substituted under this subsection may not also be used by the student to satisfy a graduation credit requirement other than credit for completion of a language other than English. The rules must provide that the determination regarding a student's ability to participate in language-other-than-English courses will be made by:
  - (1) if the student receives special education services under Subchapter [A](#), Chapter [29](#), the student's admission, review, and dismissal committee; or

- (2) if the student does not receive special education services under Subchapter [A](#), Chapter [29](#), but is covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), the committee established for the student under that Act.
- (b-15) A student may earn a distinguished level of achievement under the foundation high school program by successfully completing:
  - (1) four credits in mathematics, which must include Algebra II and the courses described by Subsection (b-1)(2);
  - (2) four credits in science, which must include the courses described by Subsection (b-1)(3);
  - (3) the remaining curriculum requirements under Subsection (b-1); and
  - (4) the curriculum requirements for at least one endorsement under Subsection (c-1).
- (b-16) A student may satisfy an elective credit required under Subsection (b-1)(6) with a credit earned to satisfy the additional curriculum requirements for the distinguished level of achievement under the foundation high school program or an endorsement under Subsection (c-1). This subsection may apply to more than one elective credit.
- (b-17) The State Board of Education shall adopt rules to ensure that a student may comply with the curriculum requirements under Subsection (b-1)(6) by successfully completing an advanced career and technical course, including a course that may lead to an industry-recognized credential or certificate or an associate degree.
- (b-18) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student to comply with the curriculum requirements under Subsection (b-1) by successfully completing a dual credit course.
- (b-19) In adopting rules under Subsection (b-1), the State Board of Education shall adopt criteria to allow a student to comply with curriculum requirements for the world geography or world history credit under Subsection (b-1)(4) by successfully completing a combined world history and world geography course developed by the State Board of Education.
- (b-20) The State Board of Education shall adopt rules to include the instruction developed under Section [28.012](#) in one or more courses in the required curriculum for students in grade levels 9 through 12.
- (b-21) In adopting rules under Subsection (b-1), the State Board of Education shall adopt criteria to allow a student to comply with the curriculum requirement for one credit under Subsection (b-1)(5) by successfully completing at an elementary school either a dual language immersion program under Section [28.0051](#) or a course in American Sign Language.
- (b-22) In adopting rules under Subsection (b-1), the State Board of Education shall ensure that a personal financial literacy & economics course taken to comply with the curriculum requirement under Subsection (b-1)(4) allocates:
  - (1) two-thirds of instruction time to instruction in personal financial literacy; and
  - (2) one-third of instruction time to instruction in economics.
- (b-23) The agency shall:
  - (1) develop a list of free, open-source, and publicly available curricula that may be used by a school district to provide a personal financial literacy & economics course that satisfies the curriculum requirement under Subsection (b-1)(4); and



- (2) seek, accept, and spend any federal or private grant funds and gifts that are available for the purpose of providing a personal financial literacy & economics course as part of the foundation high school program.
- (c) A person may receive a diploma if the person is eligible for a diploma under Section [28.0251](#). In other cases, a student may graduate and receive a diploma only if:
  - (1) the student successfully completes the curriculum requirements identified by the State Board of Education under Subsection (a) and complies with Sections [28.0256](#) and [39.025](#); or
  - (2) the student successfully completes an individualized education program developed under Section [29.005](#).
- (c-1) A student may earn an endorsement on the student's transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year. An endorsement under this subsection may be earned in any of the following categories:
  - (1) science, technology, engineering, and mathematics (STEM), which includes courses directly related to science, including environmental science, technology, including computer science, cybersecurity, and computer coding, engineering, and advanced mathematics;
  - (2) business and industry, which includes courses directly related to database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, agricultural science, and heating, ventilation, and air conditioning;
  - (3) public services, which includes courses directly related to health sciences and occupations, mental health, education and training, law enforcement, and culinary arts and hospitality;
  - (4) arts and humanities, which includes courses directly related to political science, world languages, cultural studies, English literature, history, and fine arts; and
  - (5) multidisciplinary studies, which allows a student to:
    - (A) select courses from the curriculum of each endorsement area described by Subdivisions (1) through (4); and
    - (B) earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement under the foundation high school program.
- (c-2) In adopting rules under Subsection (c-1), the State Board of Education shall:
  - (1) require a student in order to earn any endorsement to successfully complete:
    - (A) four credits in mathematics, which must include:
      - (i) the courses described by Subsection (b-1)(2); and
      - (ii) an additional advanced mathematics course authorized under Subsection (b-2) or an advanced career and technology course designated by the State Board of Education;
    - (B) four credits in science, which must include:

- (i) the courses described by Subsection (b-1)(3); and
  - (ii) an additional advanced science course authorized under Subsection (b-2) or an advanced career and technology course designated by the State Board of Education; and
- (C) two elective credits in addition to the elective credits required under Subsection (b-1)(6); and
- (2) develop additional curriculum requirements for each endorsement with the direct participation of educators and business, labor, and industry representatives, and shall require each school district to report to the agency the categories of endorsements under Subsection (c-1) for which the district offers all courses for curriculum requirements, as determined by board rule.
- (c-3) In adopting rules under Subsection (c-1), the State Board of Education shall adopt criteria to allow a student participating in the arts and humanities endorsement under Subsection (c-1)(4), with the written permission of the student's parent or a person standing in parental relation to the student, to comply with the curriculum requirements for science required under Subsection (c-2)(1)(B)(ii) by substituting for an advanced course requirement a course related to that endorsement.
- (c-4) Each school district must make available to high school students courses that allow a student to complete the curriculum requirements for at least one endorsement under Subsection (c-1). A school district that offers only one endorsement curriculum must offer the multidisciplinary studies endorsement curriculum.
- (c-5) A student may earn a performance acknowledgment on the student's transcript by satisfying the requirements for that acknowledgment adopted by the State Board of Education by rule. An acknowledgment under this subsection may be earned:
  - (1) for outstanding performance:
    - (A) in a dual credit course;
    - (B) in bilingualism and biliteracy;
    - (C) on a college advanced placement test or international baccalaureate examination;
    - (D) on an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace; or
    - (E) on an established, valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process; or
  - (2) for earning a state recognized or nationally or internationally recognized business or industry certification or license.
- (c-6) Notwithstanding Subsection (c), a person may receive a diploma if the person is eligible for a diploma under Section [28.0258](#).
- (c-7) Subject to Subsection (c-8), a student who is enrolled in a special education program under Subchapter [A](#), Chapter [29](#), may earn an endorsement on the student's transcript by:
  - (1) successfully completing, with or without modification of the curriculum:
    - (A) the curriculum requirements identified by the State Board of Education under Subsection (a); and

- (B) the additional endorsement curriculum requirements prescribed by the State Board of Education under Subsection (c-2); and
- (2) successfully completing all curriculum requirements for that endorsement adopted by the State Board of Education:
  - (A) without modification of the curriculum; or
  - (B) with modification of the curriculum, provided that the curriculum, as modified, is sufficiently rigorous as determined by the student's admission, review, and dismissal committee.
- (c-8) For purposes of Subsection (c-7), the admission, review, and dismissal committee of a student in a special education program under Subchapter [A](#), Chapter [29](#), shall determine whether the student is required to achieve satisfactory performance on an end-of-course assessment instrument to earn an endorsement on the student's transcript.
- (c-10) In adopting rules under Subsection (c-1), the State Board of Education shall adopt or select five technology applications courses on cybersecurity to be included in a cybersecurity pathway for the science, technology, engineering, and mathematics endorsement.
- (d) A school district may issue a certificate of coursework completion to a student who successfully completes the curriculum requirements identified by the State Board of Education under Subsection (a) but who fails to comply with Section [39.025](#). A school district may allow a student who receives a certificate to participate in a graduation ceremony with students receiving high school diplomas.
- (e) Each school district shall report the academic achievement record of students who have completed the foundation high school program on transcript forms adopted by the State Board of Education. The transcript forms adopted by the board must be designed to clearly identify whether a student received a diploma or a certificate of coursework completion.
- (e-1) A school district shall clearly indicate a distinguished level of achievement under the foundation high school program as described by Subsection (b-15), an endorsement described by Subsection (c-1), and a performance acknowledgment described by Subsection (c-5) on the transcript of a student who satisfies the applicable requirements. The State Board of Education shall adopt rules as necessary to administer this subsection.
- (e-2) At the end of each school year, each school district shall report through the Public Education Information Management System (PEIMS) the number of district students who, during that school year, were:
  - (1) enrolled in the foundation high school program;
  - (2) pursuing the distinguished level of achievement under the foundation high school program as provided by Subsection (b-15); and
  - (3) enrolled in a program to earn an endorsement described by Subsection (c-1).
- (e-3) Information reported under Subsection (e-2) must be disaggregated by all student groups served by the district, including categories of race, ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter [A](#), Chapter [29](#).
- (f) A school district shall issue a certificate of attendance to a student who receives special education services under Subchapter [A](#), Chapter [29](#), and who has completed four years of high school but has not completed the student's individualized education program. A school district shall allow a student who receives a certificate to participate in a graduation ceremony with students receiving high school diplomas. A student

may participate in only one graduation ceremony under this subsection. This subsection does not preclude a student from receiving a diploma under Subsection (c)(2).

- (g) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(b)(3), eff. September 1, 2014.
- (h) Expired.
- (i) If an 11th or 12th grade student who is homeless or in the conservatorship of the Department of Family and Protective Services transfers to a different school district and the student is ineligible to graduate from the district to which the student transfers, the district from which the student transferred shall award a diploma at the student's request, if the student meets the graduation requirements of the district from which the student transferred.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES  
CHAPTER 29. EDUCATIONAL PROGRAMS  
SUBCHAPTER B. BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAMS

**TEC, §29.051. STATE POLICY.**

English is the basic language of this state. Public schools are responsible for providing a full opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language. Large numbers of students in the state come from environments in which the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of those students. The mastery of basic English language skills is a prerequisite for effective participation in the state's educational program. Bilingual education and special language programs can meet the needs of those students and facilitate their integration into the regular school curriculum. Therefore, in accordance with the policy of the state to ensure equal educational opportunity to every student, and in recognition of the educational needs of emergent bilingual students, this subchapter provides for the establishment of bilingual education and special language programs in the public schools and provides supplemental financial assistance to help school districts meet the extra costs of the programs.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2021, 87th Leg., R.S., Ch. 973 (S.B. [2066](#)), Sec. 5, eff. September 1, 2021.

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TITLE 2. PUBLIC EDUCATION  
SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES  
CHAPTER 29. EDUCATIONAL PROGRAMS  
SUBCHAPTER D. EDUCATIONAL PROGRAMS FOR GIFTED AND TALENTED STUDENTS

**TEC, §29.123. STATE PLAN; ASSISTANCE.**

The State Board of Education shall develop and periodically update a state plan for the education of gifted and talented students to guide school districts in establishing and improving programs for identified students. The regional education service centers may assist districts in implementing the state plan. In addition to obtaining assistance from a regional education service center, a district may obtain other assistance in implementing the plan. The plan shall be used for accountability purposes to measure the performance of districts in providing services to students identified as gifted and talented.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES  
CHAPTER 31. INSTRUCTIONAL MATERIALS AND TECHNOLOGY  
SUBCHAPTER A. GENERAL PROVISIONS

**TEC, §31.003. RULES.**

- (a) The State Board of Education may adopt rules, consistent with this chapter, for the adoption, requisition, distribution, care, use, and disposal of instructional materials.
- (b) The commissioner may adopt rules, consistent with this chapter, as necessary to implement a provision of this chapter that the commissioner or agency is responsible for implementing.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2011, 82nd Leg., 1st C.S., Ch. 6 (S.B. [6](#)), Sec. 20, eff. July 19, 2011.

Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. [1605](#)), Sec. 13, eff. June 13, 2023.

TEXAS EDUCATION CODE  
CHAPTER 31. INSTRUCTIONAL MATERIALS  
SUBCHAPTER B. STATE REVIEW AND ADOPTION

**TEC, §31.022. STATE BOARD OF EDUCATION INSTRUCTIONAL MATERIALS REVIEW AND APPROVAL.**

- (a) The State Board of Education shall review instructional materials provided to the board by the agency under Section 31.023. Before approving instructional material, the board may review the material and must determine that the material is free from factual error and suitable for the subject and grade level for which the material is designed, and, if the material is intended to cover the foundational skills reading curriculum in kindergarten through third grade, does not include three-cueing, as defined by Section 28.0062(a-1). The board shall add each material approved under this section to a list of approved instructional materials and may add a material not approved under this section to a list of rejected instructional materials.
- (b) The State Board of Education may adopt criteria necessary for approval of instructional material under Subsection (a) and may require:
  - (1) all instructional material submitted as full subject tier one instructional material to cover a minimum percentage, as determined by the board, of the essential knowledge and skills adopted for the subject and grade level for which the material is designed;
  - (2) electronic samples of the material;
  - (3) certain physical specifications;
  - (4) the instructional material to not contain obscene or harmful content and otherwise be compatible with certification requirements under Section 31.1011(a)(1)(B); and
  - (5) the instructional material to be made publicly available for review.
- (c) The State Board of Education may remove instructional material from the list of approved instructional materials under this section if the essential knowledge and skills intended to be covered by the material are revised or the material is revised without the approval of the board.
- (c-1) If the State Board of Education intends to remove an instructional material from the list of approved instructional materials under Subsection (c) because the board plans to revise the essential knowledge and skills intended to be covered by the material, the board shall issue a proclamation requesting the revision of the applicable instructional materials and shall, not later than December 1 of the year preceding the school year for which the revision will take effect, provide to each school district the updated list of approved instructional materials for the relevant subject or grade level.
- (d) The State Board of Education shall indicate whether each instructional material reviewed under Subsection (a) is capable of being made available through an instructional materials parent portal established under Section 31.154.
- (d-1) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.
- (e) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.
- (f) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.
- (g) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.
- (h) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.
- (i) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.



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TITLE 2. PUBLIC EDUCATION  
SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES  
CHAPTER 31. INSTRUCTIONAL MATERIALS  
SUBCHAPTER B. STATE REVIEW AND ADOPTION

**TEC, §31.023. INSTRUCTIONAL MATERIAL REVIEW.**

- (a) The commissioner shall establish, in consultation with and with the approval of the State Board of Education, a process for the annual review of instructional materials by the agency. The process established under this subsection must:
- (1) establish a process for the agency to select instructional materials for review that includes:
    - (A) evaluating requests for review of instructional materials submitted to the agency by:
      - (i) a school district;
      - (ii) a majority of the members of the State Board of Education; or
      - (iii) a publisher of instructional material, which may only be submitted for material published by the requesting publisher;
    - (B) requiring the agency to review materials if the State Board of Education requests by a majority vote that the material be reviewed by the agency;
    - (C) reviewing instructional materials requisitioned or purchased under Section [31.0212](#); and
    - (D) reviewing instructional materials using a time frame appropriate for the proclamation requesting the revision of the instructional materials under Section [31.022\(c-1\)](#) to address revisions made by the State Board of Education to the essential knowledge and skills for a particular subject or grade level;
  - (2) describe the types of instructional materials the agency may review, including:
    - (A) partial subject tier one instructional material, including those designed for use in the phonics curriculum required under Section [28.0062\(a\)\(1\)](#);
    - (B) open education resource instructional material;
    - (C) instructional materials developed by a school district and submitted to the agency by the district for review; and
    - (D) commercially available full subject tier one instructional material;

- (3) establish procedures for the agency to conduct reviews of instructional materials, including:
    - (A) the use of a rubric approved under Subsection (b); and
    - (B) consultation with classroom teachers and other curriculum experts for the appropriate subject and grade level; and
  - (4) ensure the procedures for review allow the agency to review at least 200 individual instructional materials each year.
- (b) In conducting a review under this section, the agency must use a rubric developed by the agency in consultation with and approved by the State Board of Education that includes, with respect to the instructional material being reviewed, a determination of:
- (1) whether the material is free from factual error and satisfies the criteria adopted by the board under Section [31.022](#);
  - (2) the quality of the material;
  - (3) the essential knowledge and skills for the subject and grade level for which the material was developed that are covered by the material, including identification of:
    - (A) each essential knowledge and skill covered by the material;
    - (B) for a full subject tier one instructional material, the percentage of the essential knowledge and skills adopted for the subject and grade level covered by the material; and
    - (C) for a partial subject tier one instructional material, the percentage of the essential knowledge and skills for the relevant portion of the subject and grade level covered by the material; and
  - (4) whether the material contains obscene or harmful content or is otherwise incompatible with certification requirements under Section [31.1011\(a\)\(1\)\(B\)](#).
- (c) After completing a review under this section, the agency shall provide the results of the review and any related recommendations to the State Board of Education for approval or rejection of the instructional material and the inclusion of the instructional material on a list maintained by the State Board of Education under Section [31.022](#).
- (d) The agency shall use funds appropriated to the agency for the purposes of reviewing instructional material or available in the state instructional materials and technology fund for purposes of implementing this section.

- (e) A process established under Subsection (a) or a rubric developed under Subsection (b) is automatically approved by the State Board of Education if not rejected by the board before the 91st day after the date the agency submits the item to the board.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 445 (H.B. [188](#)), Sec. 4, eff. June 16, 2007.

Acts 2011, 82nd Leg., 1st C.S., Ch. 6 (S.B. [6](#)), Sec. 26, eff. July 19, 2011.

Acts 2017, 85th Leg., R.S., Ch. 578 (S.B. [801](#)), Sec. 1, eff. September 1, 2017.

Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. [1605](#)), Sec. 23, eff. June 13, 2023.

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TITLE 2. PUBLIC EDUCATION  
SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES  
CHAPTER 31. INSTRUCTIONAL MATERIALS  
SUBCHAPTER D. ADMINISTRATIVE PENALTIES AND PENAL PROVISIONS

**TEC, §31.151. DUTIES OF PUBLISHERS AND MANUFACTURERS**

- (a) A publisher or manufacturer of instructional materials:
- (1) shall furnish any instructional material the publisher or manufacturer offers in this state at a price that does not exceed the lowest price at which the publisher offers that instructional material for adoption or sale to any state, public school, or school district in the United States;
  - (2) shall automatically reduce the price of instructional material sold for use in a school district or open-enrollment charter school to the extent that the price is reduced elsewhere in the United States;
  - (3) shall provide any instructional material or ancillary item free of charge in this state to the same extent that the publisher or manufacturer provides the instructional material or ancillary item free of charge to any state, public school, or school district in the United States;
  - (4) shall guarantee that each copy of instructional material sold in this state is at least equal in quality to copies of that instructional material sold elsewhere in the United States and is free from factual error;
  - (5) may not become associated or connected with, directly or indirectly, any combination in restraint of trade in instructional materials or enter into any understanding or combination to control prices or restrict competition in the sale of instructional materials for use in this state;
  - (6) shall deliver instructional materials to a school district or open-enrollment charter school;
  - (7) shall, at the time an order for instructional materials is acknowledged, provide to school districts or open-enrollment charter schools an accurate shipping date for instructional materials that are back-ordered;
  - (8) shall guarantee delivery of instructional materials at least 10 business days before the opening day of school of the year for which the instructional materials are ordered if the instructional materials are ordered by a date specified in the sales contract;
  - (9) shall submit to the State Board of Education an affidavit certifying any instructional material the publisher or manufacturer offers in this state to be free of factual errors at the time the publisher executes the contract required by Section [31.026](#); and

- (10) shall comply with all other standard terms and conditions adopted by the State Board of Education for use in contracts for the procurement of instructional materials under Subsection (a-1).
- (a-1) The State Board of Education shall adopt standard terms and conditions for use in contracts for the procurement of instructional materials from publishers and manufacturers under this section.
- (b) The State Board of Education may impose a reasonable administrative penalty against a publisher or manufacturer who knowingly violates Subsection (a). The board shall provide for a hearing to be held to determine whether a penalty is to be imposed and, if so, the amount of the penalty. The board shall base the amount of the penalty on:
- (1) the seriousness of the violation;
  - (2) any history of a previous violation;
  - (3) the amount necessary to deter a future violation;
  - (4) any effort to correct the violation; and
  - (5) any other matter justice requires.
- (c) A hearing under Subsection (b) shall be held according to rules adopted by the State Board of Education.
- (d) A penalty collected under this section shall be deposited to the credit of the state instructional materials and technology fund.
- (e) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. [1605](#)), Sec. 51(15), eff. June 13, 2023.

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CHAPTER 31. INSTRUCTIONAL MATERIALS  
SUBCHAPTER D. ADMINISTRATIVE PENALTIES AND PENAL PROVISIONS

**TEC, §31.154. INSTRUCTIONAL MATERIALS PARENT PORTAL.**

- (a) The State Board of Education shall adopt standards for entities that supply instructional materials reviewed by the agency under Section [31.023](#) to make instructional materials supplied by the entity available on a parent portal hosted by the entity.
- (b) An instructional materials parent portal must:
  - (1) provide to each parent of a student enrolled in a school district or open-enrollment charter school access to instructional materials, other than tests or exams, that are included in the portal and used by the district or school;
  - (2) organize instructional material by unit and in the order in which the material is designed to be used;
  - (3) be capable of being searched by key word; and
  - (4) for instructional material not available in a digital format, contain sufficient information to allow a parent to locate a physical copy of the material.
- (c) Standards adopted under Subsection (a) may not require:
  - (1) a classroom teacher to submit instructional materials developed by the teacher for inclusion in an instructional materials parent portal; or
  - (2) an entity hosting an instructional materials parent portal to include tests or exams in the portal.
- (d) To comply with an intellectual property license or other restrictions placed on an instructional material and to maintain security of the information contained in an instructional materials parent portal under this section, a parent may be required, before accessing the portal, to:
  - (1) enter a password;
  - (2) comply with other user access verification procedures; and
  - (3) accept user terms and conditions, which may not limit or exclude access to instructional material based on the uses of the material that would otherwise be permitted under fair use provisions of copyright law.
- (e) An entity that hosts an instructional materials parent portal must comply with requests regarding parental access to the portal made by a school district in compliance with this section or Section [26.006](#).

Added by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. [1605](#)), Sec. 46, eff. June 13, 2023.



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TITLE 2. PUBLIC EDUCATION  
SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES  
CHAPTER 32. COMPUTERS, COMPUTER-RELATED EQUIPMENT,  
AND STUDENT INFORMATION PROTECTION  
SUBCHAPTER A. POWERS AND DUTIES OF STATE BOARD OF EDUCATION RELATING TO  
ELECTRONIC INSTRUCTIONAL TECHNOLOGY AND COMPUTER-RELATED EQUIPMENT

**TEC, §32.001. DEVELOPMENT OF LONG-RANGE PLAN.**

- (a) The State Board of Education shall develop a long-range plan for:
  - (1) acquiring and using technology in the public school system;
  - (2) fostering professional development related to the use of technology for educators and others associated with child development;
  - (3) fostering computer literacy among public school students so that by the year 2000 each high school graduate in this state has computer-related skills that meet standards adopted by the board; and
  - (4) identifying and, through regional education service centers, distributing information on emerging technology for use in the public schools.
- (b) The State Board of Education shall update the plan developed under Subsection (a) at least every five years.
- (c) The State Board of Education, in coordination with the Texas Higher Education Coordinating Board and other public agencies and institutions the State Board of Education considers appropriate, shall propose legislation and funding necessary to implement the plan developed under Subsection (a).
- (d) In developing the plan, the State Board of Education must consider accessibility of technology to students with disabilities.



TEXAS EDUCATION CODE  
CHAPTER 33. SERVICE PROGRAMS AND EXTRACURRICULAR ACTIVITIES  
SUBCHAPTER B. LIBRARIES

**TEC, §33.021 LIBRARY STANDARDS.**

- (a) In this section, "sexually explicit material" means any communication, language, or material, including a written description, illustration, photographic image, video image, or audio file, other than library material directly related to the curriculum required under Section 28.002(a), that describes, depicts, or portrays sexual conduct, as defined by Section 43.25, Penal Code, in a way that is patently offensive, as defined by Section 43.21, Penal Code.
- (b) The Texas State Library and Archives Commission, in consultation with the State Board of Education, shall adopt voluntary standards for school library services, other than collection development, that a school district shall consider in developing, implementing, or expanding library services.
- (c) The Texas State Library and Archives Commission, with approval by majority vote of the State Board of Education, shall adopt standards for school library collection development that a school district shall adhere to in developing or implementing the district's library collection development policies.
- (d) The standards adopted under Subsection (c) must:
  - (1) be reviewed and updated at least once every five years; and
  - (2) include a collection development policy that:
    - (A) prohibits the possession, acquisition, and purchase of:
      - (i) harmful material, as defined by Section 43.24, Penal Code;
      - (ii) library material rated sexually explicit material by the selling library material vendor; or
      - (iii) library material that is pervasively vulgar or educationally unsuitable as referenced in *Pico v. Board of Education*, 457 U.S. 853 (1982);
    - (B) recognizes that obscene content is not protected by the First Amendment to the United States Constitution;

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CHAPTER 33. SERVICE PROGRAMS AND EXTRACURRICULAR ACTIVITIES  
SUBCHAPTER B. LIBRARIES

- (C) is required for all library materials available for use or display, including material contained in school libraries, classroom libraries, and online catalogs;
- (D) recognizes that parents are the primary decision makers regarding a student's access to library material;
- (E) encourages schools to provide library catalog transparency;
- (F) recommends schools communicate effectively with parents regarding collection development; and
- (G) prohibits the removal of material based solely on the:
  - (i) ideas contained in the material; or
  - (ii) personal background of:
    - (a) the author of the material; or
    - (b) characters in the material.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2023, 88th Leg., R.S., Ch. 808 (H.B. 900), Sec. 2, eff. September 1, 2023.

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TITLE 2. PUBLIC EDUCATION  
SUBTITLE H. PUBLIC SCHOOL SYSTEM ACCOUNTABILITY  
CHAPTER 39. PUBLIC SCHOOL SYSTEM ACCOUNTABILITY  
SUBCHAPTER B. ASSESSMENT OF ACADEMIC SKILLS

**TEC, §39.033. VOLUNTARY ASSESSMENT OF PRIVATE SCHOOL STUDENTS.**

- (a) Under an agreement with the agency, a private school may administer an assessment instrument adopted under this subchapter to students at the school.
- (b) An agreement under this section must require the private school to:
  - (1) as determined appropriate by the commissioner, provide to the commissioner the information described by Sections [39.053](#)(c) and [39.301](#)(c); and
  - (2) maintain confidentiality in compliance with Section [39.030](#).
- (c) A private school must reimburse the agency for the cost of administering an assessment instrument under this section. The State Board of Education shall determine the cost under this section. The per-student cost may not exceed the cost of administering the same assessment to a student enrolled in a public school district.
- (d) In this section, "private school" means a school that:
  - (1) offers a general education to elementary or secondary students; and
  - (2) is not operated by a governmental entity.

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TITLE 2. PUBLIC EDUCATION  
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT  
CHAPTER 43. PERMANENT SCHOOL FUND AND AVAILABLE SCHOOL FUND  
SUBCHAPTER A. GENERAL PROVISIONS

**TEC, §43.001. COMPOSITION OF PERMANENT SCHOOL FUND AND AVAILABLE SCHOOL FUND.**

- (a) Except as provided by Subsection (b), the permanent school fund, which is a perpetual endowment for the public schools of this state, consists of:
- (1) all land appropriated for the public schools by the constitution and laws of this state;
  - (2) all of the unappropriated public domain remaining in this state, including all land recovered by the state by suit or otherwise except pine forest land as described by Section [88.111](#) and property described by Section [12.128](#);
  - (3) all proceeds from the authorized sale of permanent school fund land;
  - (4) all proceeds from the lawful sale of any other properties belonging to the permanent school fund;
  - (5) all investments authorized by Section [43.003](#) of assets belonging to the permanent school fund; and
  - (6) all income from the mineral development of permanent school fund land, including income from mineral development of riverbeds and other submerged land.
- (b) The available school fund, which shall be apportioned annually to each county according to its scholastic population, consists of:
- (1) the distributions to the fund from the permanent school fund as provided by Sections [5\(a\)](#) and (g), Article VII, Texas Constitution;
  - (2) one-fourth of all revenue derived from all state occupation taxes, exclusive of delinquencies and cost of collection;
  - (3) one-fourth of revenue derived from state gasoline and special fuels excise taxes as provided by law; and
  - (4) all other appropriations to the available school fund made by the legislature for public school purposes.
- (c) The term "scholastic population" in Subsection (b) or any other law governing the apportionment, distribution, and transfer of the available school fund means all students of school age enrolled in average daily attendance the preceding school year in the public elementary and high school grades of school districts within or under the jurisdiction of a county of this state.
- (d) Each biennium the State Board of Education shall set aside an amount equal to 50 percent of the distribution for that biennium from the permanent school fund to the available school fund as provided by Sections [5\(a\)](#) and (g), Article VII, Texas Constitution, to be placed, subject to the

General Appropriations Act, in the state instructional materials and technology fund established under Section [31.021](#).

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., ch. 201, Sec. 36, eff. June 10, 2003; Acts 2003, 78th Leg., ch. 328, Sec. 2.

Amended by:

Acts 2011, 82nd Leg., 1st C.S., Ch. 6 (S.B. [6](#)), Sec. 65, eff. July 19, 2011.

Acts 2011, 82nd Leg., 1st C.S., Ch. 6 (S.B. [6](#)), Sec. 66, eff. July 19, 2011.

Acts 2015, 84th Leg., R.S., Ch. 731 (H.B. [1474](#)), Sec. 4, eff. September 1, 2015.

Acts 2017, 85th Leg., R.S., Ch. 581 (S.B. [810](#)), Sec. 34, eff. June 9, 2017.

Acts 2017, 85th Leg., R.S., Ch. 705 (H.B. [3526](#)), Sec. 22, eff. June 12, 2017.

Acts 2019, 86th Leg., R.S., Ch. 461 (H.B. [4611](#)), Sec. 1, eff. January 1, 2020.

Acts 2019, 86th Leg., R.S., Ch. 461 (H.B. [4611](#)), Sec. 2, eff. January 1, 2020.

Acts 2019, 86th Leg., R.S., Ch. 467 (H.B. [4170](#)), Sec. 5.028, eff. September 1, 2019.

Acts 2019, 86th Leg., R.S., Ch. 631 (S.B. [1454](#)), Sec. 12, eff. June 10, 2019.

Acts 2021, 87th Leg., R.S., Ch. 875 (S.B. [1232](#)), Sec. 1.02, eff. September 1, 2021.

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CHAPTER 43. PERMANENT SCHOOL FUND AND AVAILABLE SCHOOL FUND  
SUBCHAPTER A. GENERAL PROVISIONS

**TEC, §43.0031. PERMANENT SCHOOL FUND ETHICS POLICY.**

- (a) In addition to any other requirements provided by law, the State Board of Education shall adopt and enforce an ethics policy that provides standards of conduct relating to the management and investment of the permanent school fund. The ethics policy must include provisions that address the following issues as they apply to the management and investment of the permanent school fund and to persons responsible for managing and investing the fund:
  - (1) general ethical standards;
  - (2) conflicts of interest;
  - (3) prohibited transactions and interests;
  - (4) the acceptance of gifts and entertainment;
  - (5) compliance with applicable professional standards;
  - (6) ethics training; and
  - (7) compliance with and enforcement of the ethics policy.
- (b) The ethics policy must include provisions applicable to:
  - (1) members of the State Board of Education;
  - (2) the commissioner;
  - (3) employees of the agency; and
  - (4) any person who provides services to the board relating to the management or investment of the permanent school fund.
- (c) Not later than the 45th day before the date on which the board intends to adopt a proposed ethics policy or an amendment to or revision of an adopted ethics policy, the board shall submit a copy of the proposed policy, amendment, or revision to the Texas Ethics Commission and the state auditor for review and comments. The board shall consider any comments from the commission or state auditor before adopting the proposed policy.
- (d) The provisions of the ethics policy that apply to a person who provides services to the board relating to the management or investment of the permanent school fund must be based on the Code of Ethics and the Standards of Professional Conduct prescribed by the Association for Investment Management and Research or other ethics standards adopted by another appropriate professionally recognized entity.
- (e) The board shall ensure that applicable provisions of the ethics policy are included in any contract under which a person provides services to the board relating to the management and investment of the permanent school fund.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT  
CHAPTER 43. PERMANENT SCHOOL FUND AND AVAILABLE SCHOOL FUND  
SUBCHAPTER B. TEXAS PERMANENT SCHOOL FUND CORPORATION

**TEC, §43.053. BOARD OF DIRECTORS; MEETINGS.**

- (a) The board of directors is composed of the following nine members:
  - (1) five members of the State Board of Education, appointed by the board in accordance with board policy;
  - (2) the commissioner of the General Land Office;
  - (3) one member appointed by the commissioner of the General Land Office who has substantial background and expertise in investments and asset management; and
  - (4) two members appointed by the governor, with the advice and consent of the senate, each of whom must have substantial background and expertise in investments and asset management and may not be members of the State Board of Education or the School Land Board.
- (b) The State Board of Education by rule shall establish the terms of members of the board of directors appointed under Subsection (a)(1).
- (c) Members of the board of directors appointed under Subsections (a)(3) and (4) serve staggered six-year terms, with the term of one member expiring on January 1 of each odd-numbered year.
- (d) The initial members described by Subsection (c) shall determine by lot which one of the initial members will serve a term expiring January 1 of the first odd-numbered year following the establishment of the corporation, which one of the initial members will serve a term expiring January 1 of the second odd-numbered year following the establishment of the corporation, and which one of the initial members will serve a term expiring January 1 of the third odd-numbered year following the establishment of the corporation.
- (e) Appointments to the board of directors must be made without regard to the race, color, disability, sex, religion, age, or national origin of the appointees.
- (f) The board of directors shall elect officers of the board in accordance with the corporation's bylaws.
- (g) The board of directors shall meet at least three times per year.

Added by Acts 2021, 87th Leg., R.S., Ch. 875 (S.B. [1232](#)), Sec. 1.06, eff. September 1, 2021.

TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT  
CHAPTER 44. FISCAL MANAGEMENT  
SUBCHAPTER A. SCHOOL DISTRICT FISCAL MANAGEMENT

**TEC, §44.007. ACCOUNTING SYSTEM; REPORT.**

- (a) A standard school fiscal accounting system must be adopted and installed by the board of trustees of each school district. The accounting system must conform with generally accepted accounting principles.
- (b) The accounting system must meet at least the minimum requirements prescribed by the commissioner, subject to review and comment by the state auditor.
- (c) A record must be kept of all revenues realized and of all expenditures made during the fiscal year for which a budget is adopted. A report of the revenues and expenditures for the preceding fiscal year shall be filed with the agency on or before the date set by the State Board of Education.
- (d) The State Board of Education shall require each district, as part of the report required by this section, to include management, cost accounting, and financial information in a format prescribed by the board and in a manner sufficient to enable the board to monitor the funding process and determine educational system costs by district, campus, and program.
- (e) Expired.
- (f) Expired.



TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT  
CHAPTER 44. FISCAL MANAGEMENT  
SUBCHAPTER A. SCHOOL DISTRICT FISCAL MANAGEMENT

**TEC, §44.008. ANNUAL AUDIT; REPORT.**

- (a) The board of school trustees of each school district shall have its school district fiscal accounts audited annually at district expense by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy. The audit must be completed following the close of each fiscal year.
- (b) The independent audit must meet at least the minimum requirements and be in the format prescribed by the State Board of Education, subject to review and comment by the state auditor. The audit shall include an audit of the accuracy of the fiscal information provided by the district through the Public Education Information Management System (PEIMS).
- (c) Each treasurer receiving or having control of any school fund of any school district shall keep a full and separate itemized account with each of the different classes of its school funds coming into the treasurer 's hands. The treasurer 's records of the district 's itemized accounts and records shall be made available to audit.
- (d) A copy of the annual audit report, approved by the board of trustees, shall be filed by the district with the agency not 11 later than the 150th day after the end of the fiscal year for which the audit was made. If the board of trustees declines or refuses to approve its auditor 's report, it shall nevertheless file with the agency a copy of the audit report with its statement detailing reasons for failure to approve the report.
- (e) The audit reports shall be reviewed by the agency, and the commissioner shall notify the board of trustees of objections, violations of sound accounting practices or law and regulation requirements, or of recommendations concerning the audit reports that the commissioner wants to make. If the audit report reflects that penal laws have been violated, the commissioner shall notify the appropriate county or district attorney and the attorney general. The commissioner shall have access to all vouchers, receipts, district fiscal and financial records, and other school records as the commissioner considers necessary and appropriate for the review, analysis, and passing on audit reports.

TEXAS GOVERNMENT CODE  
TITLE 10. GENERAL GOVERNMENT  
SUBTITLE A. ADMINISTRATIVE PROCEDURE AND PRACTICE  
CHAPTER 2001. ADMINISTRATIVE PROCEDURE  
SUBCHAPTER B. RULEMAKING

**TGC, §2001.039. AGENCY REVIEW OF EXISTING RULES.**

- (a) A state agency shall review and consider for readoption each of its rules in accordance with this section.
- (b) A state agency shall review a rule not later than the fourth anniversary of the date on which the rule takes effect and every four years after that date. The adoption of an amendment to an existing rule does not affect the dates on which the rule must be reviewed except that the effective date of an amendment is considered to be the effective date of the rule if the agency formally conducts a review of the rule in accordance with this section as part of the process of adopting the amendment.
- (c) The state agency shall readopt, readopt with amendments, or repeal a rule as the result of reviewing the rule under this section.
- (d) The procedures of this subchapter relating to the original adoption of a rule apply to the review of a rule and to the resulting repeal, readoption, or readoption with amendments of the rule, except as provided by this subsection. Publishing the Texas Administrative Code citation to a rule under review satisfies the requirements of this subchapter relating to publishing the text of the rule unless the agency readopts the rule with amendments as a result of the review.
- (e) A state agency's review of a rule must include an assessment of whether the reasons for initially adopting the rule continue to exist.

MINUTES

STATE BOARD OF EDUCATION

AUGUST-SEPTEMBER 2023

Minutes

State Board of Education

September 1, 2023



**STATE BOARD OF EDUCATION**

(updated February 2023)

*(State Board for Career and Technology Education)*

**KEVEN ELLIS, Lufkin**  
**Chair of the State Board of Education**  
**District 9**

**PAM LITTLE, Fairview**  
**Vice Chair of the State Board of Education**  
**District 12**

**PAT HARDY, Fort Worth**  
**Secretary of the State Board of Education**  
**District 11**

**Board Members**

**MELISSA ORTEGA, El Paso**  
**District 1**

**JULIE PICKREN, Pearland**  
**District 7**

**LJ FRANCIS, Corpus Christi**  
**District 2**

**AUDREY YOUNG, Trinity**  
**District 8**

**MARISA PEREZ-DIAZ, San Antonio**  
**District 3**

**TOM MAYNARD, Florence**  
**District 10**

**STACI CHILDS, Houston**  
**District 4**

**AICHA DAVIS, Dallas**  
**District 13**

**REBECCA BELL-METHEREAU**  
**San Marcos, District 5**

**EVELYN BROOKS, Frisco**  
**District 14**

**WILL HICKMAN, Houston**  
**District 6**

**AARON KINSEY, Midland**  
**District 15**

**Committees of the State Board of Education**  
(Updated February 2023)

**INSTRUCTION**

Audrey Young- Chair  
Evelyn Brooks-Vice Chair  
Aicha Davis  
Pam Little  
Melissa N. Ortega

**SCHOOL FINANCE/PERMANENT SCHOOL FUND**

Tom Maynard-Chair  
Marisa Perez-Diaz-Vice Chair  
Keven Ellis  
Patricia Hardy  
Aaron Kinsey

**SCHOOL INITIATIVES**

Will Hickman-Chair  
LJ Francis-Vice Chair  
Rebecca Bell-Metereau  
Staci Childs  
Julie Pickren

Minutes  
State Board of Education  
Friday, September 1, 2023

The State Board of Education met at 9:07 a.m. on Friday, September 1, 2023, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

**Present:** Keven Ellis, chair; Rebecca Bell-Metereau; Evelyn Brooks; Staci Childs; Aicha Davis; L.J. Francis; Patricia Hardy; Will Hickman; Aaron Kinsey; Pam Little; Tom Maynard; Melissa Ortega; Marisa B. Perez-Diaz; Julie Pickren; Audrey Young

**Student Performance**

A student performance was provided by Mariachi Los Leones of Castleberry High School in the Castleberry Independent School District.

**Invocation**

**Pledge of Allegiance**

**Roll Call**

**Approval of Minutes**

State Board of Education, June 23, 2023

**MOTION AND VOTE:** *The State Board of Education unanimously approved the minutes of the June 23, 2023, meeting of the State Board of Education, as printed.*

**Public Testimony**

Public Testimony was provided by the following individuals:

NAME: Jeff Bradley  
AFFILIATION: Self

NAME: L. Denise Lunski  
AFFILIATION: Self

**1. Resolution**

**Heroes for Children Award**

*The State Board of Education, by unanimous consent, adopted a resolution honoring Delia Medina, Nelida Tapia, Lisa Fairall, Melanie Gracia, Tonnetia Simms, Shannan Reid, Milimo Reed, Candy Todash, Debbie Bozeman-Zook, Carlette Eller, Paula Harwell, James Bramlett, Sandra Maria Garcia, Doris Patrick, and Eddy Morelock as the 2023 Heroes for Children Award recipients.*

(ATTACHMENT 1, page 9)



## 2. Approval of Consent Agenda

Any agenda item may be placed on the consent agenda by any State Board of Education committee. The State Board of Education may elect to take separate action on any item on the consent agenda.

*By unanimous consent, the State Board of Education approved the following items on the consent agenda.*

*(Ms. Childs and Mr. Kinsey were absent for the vote.)*

**(1) Determination Regarding Whether Transfers May be Made from the Permanent School Fund to the Available School Fund**

(Board agenda page III-36)

The State Board of Education removed this item from the consent agenda.

**(2) Recommendation for One Appointment to the Fort Sam Houston Independent School District Board of Trustees**

(Board agenda page IV-17)

The State Board of Education, based on Brigadier General Driggers's recommendation, approved the appointment of Colonel Aaron J. Braxton to serve a two-year term of office, from September 1, 2023, to August 31, 2025, on the Fort Sam Houston ISD Board of Trustees.

**(3) Recommendation for Three Reappointments to the Lackland Independent School District Board of Trustees**

(Board agenda page IV-22)

The State Board of Education, based on Brigadier General Driggers's recommendation, approved the reappointments of Mr. John Sheehan, Jr., Mr. John Jackson, and Ms. Jere Pace to serve two-year terms of office, from September 1, 2023, to August 31, 2025, on the Lackland ISD Board of Trustees.

**(4) Recommendation for Two Reappointments to the Randolph Field Independent School District Board of Trustees**

(Board agenda page IV-38)

The State Board of Education, based on Brigadier General Driggers's recommendation, approved the reappointments of Mr. Patrick Luna and Mr. Peter Duffy to serve two-year terms of office, from September 1, 2023, to August 31, 2025, on the Randolph Field ISD Board of Trustees.

**(5) Recommendation for One Reappointment to the Boys Ranch Independent School District Board of Trustees**

(Board agenda page IV-46)

The State Board of Education, based on Mr. Richard Nedelkoff's recommendation, approved the reappointment of Mr. James Taylor to serve a two-year term of office, from September 1, 2023, to August 31, 2025, on the Boys Ranch ISD Board of Trustees.

## COMMITTEE OF THE FULL BOARD

3. **Ratification of Amendments to Proclamation 2024 of the State Board of Education Advertising for Bids on Instructional Materials**  
(Board agenda page I-2)

**MOTION AND VOTE:** *It was moved by Mrs. Little and carried that the State Board of Education ratify the amendments to the schedule of adoption procedures in Proclamation 2024 of the State Board of Education Advertising for Bids for Instructional Materials, as recommended by the Committee of the Full Board.*

4. **Discussion of Required Vocabulary and Literary Works Recommendations**  
(Board agenda page I-6)

**MOTION AND VOTE:** *It was moved by Mrs. Little and carried that the State Board of Education request that the agency provide recommendations regarding the list of required vocabulary and at least one literary work to be taught in each grade level as required by HB 1605, 88th Texas Legislature, Regular Session, as recommended by the Committee of the Full Board.*

5. **Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, and Subchapter F, Business, Marketing, and Finance (First Reading and Filing Authorization)**  
(Board agenda page I-10)

**MOTION:** *It was moved by Mrs. Little that the State Board of Education approve for first reading and filing authorization proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.19, Project-Based Research (One Credit), Adopted 2023; §127.20, Career Preparation I (Two Credits), Adopted 2023; §127.21, Career Preparation II (Two Credits), Adopted 2023; and §127.22, Extended Career Preparation (One Credit), Adopted 2023; and Subchapter F, Business, Marketing, and Finance, §127.275, Entrepreneurship I (One Credit), Adopted 2023; §127.276, Entrepreneurship II (One Credit), Adopted 2023; §127.277, Practicum in Entrepreneurship (One Credit), Adopted 2023; and §127.278, Extended Practicum in Entrepreneurship (One Credit), Adopted 2023, as amended and recommended by the Committee of the Full Board.*

**MOTION:** *It was moved by Mrs. Little and seconded by Mr. Maynard that the State Board of Education amend §127.20(b) to read:*

“General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisite: at least one Level 2 or higher career and technical education course. Students shall be awarded two credits for successful completion of this course. **For this course to satisfy a Level IV requirement as part of a student’s program of study, the employment experience must be related to the student’s program of study.**”

**MOTION AND VOTE:** *It was moved by Mr. Hickman, seconded by Mrs. Little, and carried unanimously to call the question.*

**VOTE:** *A vote was taken on the motion that the State Board of Education amend §127.20(b) to read:*

“General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisite: at least one Level 2 or higher career and technical education course. Students shall be awarded two credits for successful completion of this course. **For this course to satisfy a Level IV requirement as part of a student’s program of study, the employment experience must be related to the student’s program of study.**”

*The motion carried unanimously.*

**MOTION:** *It was moved by Mr. Francis and seconded by Mr. Maynard that the State Board of Education amend §127.20(d)(1) to add a new (G) to read:*

“describe the benefits of having a job and being self sufficient.”

**MOTION AND VOTE:** *It was moved by Mr. Hickman, seconded by Dr. Bell-Metereau, and carried to call the question on all pending motions.*

**VOTE:** *A vote was taking on the motion that the State Board of Education amend §127.20(d)(1) to add a new (G) to read:*

“describe the benefits of having a job and being self sufficient.”

*The motion failed.*

**VOTE:** *A vote was taken on the motion that the State Board of Education approve for first reading and filing authorization proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.19, Project-Based Research (One Credit), Adopted 2023; §127.20, Career Preparation I (Two Credits), Adopted 2023; §127.21, Career Preparation II (Two Credits), Adopted 2023; and §127.22, Extended Career Preparation (One Credit), Adopted 2023; and Subchapter F, Business, Marketing, and Finance, §127.275, Entrepreneurship I (One Credit), Adopted 2023; §127.276, Entrepreneurship II (One Credit), Adopted 2023; §127.277, Practicum in Entrepreneurship (One Credit), Adopted 2023; and §127.278, Extended Practicum in Entrepreneurship (One Credit), Adopted 2023, as amended and recommended by the Committee of the Full Board, as amended. The motion carried.*

6. **Proposed Amendment to 19 TAC Chapter 100, Charters, Subchapter A, Open-Enrollment Charter Schools, §100.1, Selection Process**  
(Second Reading and Final Adoption)  
(Board agenda page I-14)

**MOTION AND VOTE:** *It was moved by Mrs. Little and carried that the State Board of Education approve for second reading and final adoption the proposed amendment to 19 TAC §100.1 Selection Process; and*

*Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 100, Charters, Subchapter A, Open-Enrollment Charter Schools, §100.1, Selection Process, is necessary and shall have an effective date of 20 days after filing with the Texas Register, as recommended by the Committee of the Full Board. The motion carried with 11 members voting Aye and 3 members voting No as follows:*

<u>Aye:</u>	<i>Ms. Childs</i>	<i>Mr. Maynard</i>
	<i>Mr. Francis</i>	<i>Dr. Ortega</i>
	<i>Ms. Hardy</i>	<i>Ms. Perez-Diaz</i>
	<i>Mr. Hickman</i>	<i>Ms. Pickren</i>
	<i>Mr. Kinsey</i>	<i>Dr. Young</i>
	<i>Mrs. Little</i>	

<u>No:</u>	<i>Dr. Bell-Metereau</i>
	<i>Ms. Brooks</i>
	<i>Ms. Davis</i>

(ATTACHMENT 2, page 11)

7. **Update on Texas Essential Knowledge and Skills (TEKS) Review**  
(Board agenda page I-19)

The State Board of Education took no action on this item.

### **COMMITTEE ON INSTRUCTION**

8. **Proposed Amendment to 19 TAC, Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs**  
(First Reading and Filing Authorization)  
(Board agenda page II-1)

**MOTION AND VOTE:** *It was moved by Dr. Young and carried that the State Board of Education approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs, as recommended by the Committee on Instruction.*

## **COMMITTEE ON SCHOOL INITIATIVES**

9. **Review of Proposed Revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter C, Grades 6–8 Assignments, and Subchapter E, Grades 9–12 Assignments**  
(Board agenda page IV-3)

**MOTION AND VOTE:** *It was moved by Mr. Hickman and carried that the State Board of Education take no action on the proposed revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter C, Grades 6–8 Assignments, and Subchapter E, Grades 9–12 Assignments, as recommended by the Committee on School Initiatives.*

## **COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND**

- (1) **Determination Regarding Whether Transfers May be Made from the Permanent School Fund to the Available School Fund**  
(Board agenda page III-36)

**MOTION AND VOTE:** *It was moved by Mr. Maynard and carried that the State Board of Education approve a distribution to the Available School Fund of approximately \$1.556 billion for fiscal year 2024, as recommended by the Committee on School Finance/Permanent School Fund.*

## **REPORTS OF COMMITTEES REGARDING AGENDA ITEMS POSTED FOR DISCUSSION ON COMMITTEE AGENDAS**

Committee chairs may provide an update about discussion items considered during the current meeting by any standing committee or ad hoc committee.

Mr. Maynard reported that the current value of the PSF is about \$52.3 billion. He stated that an executive search is underway for a new CEO for the PSF corporation. Additionally, the corporation has been looking for new office space and was able to negotiate favorable terms for a ten-year lease for new office space.

Dr. Young reported that the committee on instruction participated in a discussion of House Bill (HB) 900 and heard public testimony on that item. She reported that the committee also received a brief training on the history and various iterations of the Dyslexia Handbook; federal involvement in Texas Special Education including correspondence from the Office of Special Education Programs (OSEP); a history of dyslexia-related legislation; and an overview of HB 3928, the most recent bill that passed related to dyslexia.

Mr. Hickman reported that the committee on school initiatives received a charter process and application update; appointed individuals several special purpose school districts; and received an update on SBEC discussion and future action items. He noted that SBEC will meet again on September 29.

**REPORTS OF OTHER STATE BOARD OF EDUCATION MEMBERS REGARDING AGENDA ITEMS AND EDUCATIONAL ACTIVITIES AND CONCERNS IN INDIVIDUAL DISTRICTS**

Members of the State Board of Education may present information regarding agenda items or other relevant information about public education.

The meeting adjourned at 12:25 p.m.

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Pat Hardy, Secretary

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## ***R E S O L U T I O N***

**WHEREAS** volunteers provide invaluable support to our Texas public schools through selfless giving of their time, talent, and financial resources; and

**WHEREAS** the State Board of Education has honored outstanding school volunteers with the Heroes for Children award since 1994; and

**WHEREAS** Delia Medina has been a volunteer for the past 15 years in Socorro Independent School District (ISD) where she currently serves as a volunteer coordinator and vice president of the Robotics Booster Club. She helps her campus by supporting parent and military nights, making costumes and signage for the robotics team, and creating murals; and

**WHEREAS** Nelida Tapia has been a model parent volunteer at JD Salinas Middle School in La Joya ISD for the past 10 years where she leads parents on various district committees that impact students' success. She also advocated for parent English classes increasing parent volunteerism and engagement; and

**WHEREAS** Lisa Fairall has been advocating for students in Northeast ISD in San Antonio for the past 17 years where she started as a Parent Teacher Association (PTA) member and currently organizes three volunteer opportunities each month that include peanut butter drives, *Snack 4Kids* weekend packing events, and toy drives for underserved kids; and

**WHEREAS** Melanie Gracia has been volunteering for two years in Galena Park ISD. Serving as PTA president, she works countless hours during games to raise funds for sports equipment and other supplies; and she organizes events such as the fall festival to engage other parents in volunteering and raising funds to support various school initiatives; and

**WHEREAS** Tonnetia Simms has been volunteering for two years at Harmony School of Endeavor in Austin where she helps in several campus activities, such as hosting book fairs, helping with movie days, assisting in the library, and decorating bulletin boards. Most of all, the increase in parental involvement at the school is attributed to her great example; and

**WHEREAS** Shannan Reid has been a volunteer for nine years in Montgomery ISD and has led the annual "Get Back to Work Day" activity where community members help prepare the district's campuses for the school year. Projects from landscaping to organizing library books are all accomplished through her leadership. She also serves on the district's bond task force; and

**WHEREAS** Milimo Reed has been a volunteer for seven years in Lamar Consolidated ISD as a Parent Teacher Organization (PTO) president where she works to improve school and community relations and her efforts have been instrumental in raising funds for school initiatives and programs. She also serves as a mentor at Fort Bend County Juvenile Probation; and

**WHEREAS** Candy Todash has been a volunteer in Humble ISD for the past 12 years serving in various roles that extend beyond the classroom. She is the president of the Council of PTAs, a crossing-guard, an advocate for students who do not have a parent representative during ARD (Admission, Review, and Dismissal) meetings, and an avid mentor; and

**WHEREAS** Debbie Bozeman-Zook has been behind the success of Fran's Teaching Garden at Toll Elementary in Malakoff ISD. For three years, she led successful fundraising efforts that totaled about \$50,000. Her efforts have made it possible for students to enjoy the hands-on lessons of planting, caring for, and harvesting a garden; and

**WHEREAS** Carlette Eller has been a volunteer at Skipcha Elementary in Killeen ISD for six years where she has served in several PTO positions earning her multi-year volunteer of the year awards for her dedication. She was instrumental in helping raise funds for various projects and most notably, for an "All-Abilities Playground" that was built in the past year; and

**WHEREAS** Paula Harwell has served Eagle Mountain-Saginaw ISD for 16 years as a leader in campus PTAs, Council of PTAs, and as president of the PTO that provided nearly \$133,000 in scholarships. She also chaired the bond committee and led numerous district fundraisers. Her accomplishments have been very impactful; and

**WHEREAS** James Bramlett has been a volunteer at Pleasant Grove ISD for the past 16 years. As a member of the Education Foundation board, James helped raise \$900,000 to support classroom instruction and offer teacher grants. His remarkable service has left an indelible mark on the Texarkana community; and

**WHEREAS** Sandra Maria Garcia has dedicated 14 years of volunteer work in Fort Worth ISD where she has encouraged students to reach their goals and dreams. Her mission is to uplift families, especially of immigrant and impoverished populations through education by becoming their voice through advocacy, and by helping the youth envision a better future; and

**WHEREAS** Doris Patrick turned a dry garden into a vibrant vegetable-producer in Coppell ISD by leading fundraisers, and using grant funds and community donations to build a school garden with seven raised beds, two flowering plants, and a tool shed for students and teachers to enjoy; and

**WHEREAS** Eddy Morelock has been a volunteer for the past 15 years in Lubbock ISD where he serves in PTA leadership roles. He used funds from grants to install 43 Little Free Libraries throughout district campuses that provided easy access to reading materials for students and families; now, therefore, be it

**RESOLVED**, that the State Board of Education recognizes these outstanding individuals as Heroes for Children and thanks them for their years of volunteer service in their local public schools and communities.

**WITNESS** our signatures this first day of September, two thousand and twenty-three in Austin, Texas.

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Keven Ellis, Chair

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Pat Hardy, Secretary



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**ATTACHMENT**  
**Text of Proposed Amendment to 19 TAC**

**Chapter 100. Charters**

**Subchapter A. Open-Enrollment Charter Schools**

**§100.1. Selection Process.**

- (a) In accordance with ~~the~~ Texas Education Code (TEC), §12.101, a State Board of Education (SBOE) member shall be designated by the SBOE chair to work in coordination with the commissioner of education on the review of TEC, Chapter 12, Subchapter D, open-enrollment charter school applicants.
- (b) Following the commissioner's notification to the SBOE of the charters the commissioner proposes to grant, a majority of the SBOE members present and voting may vote to veto the commissioner's proposed charter(s) or may vote to take no action. The SBOE's consideration of the proposed charters will occur no later than 90 days following the commissioner's notification.
- (c) The SBOE may not vote or deliberate on any charter application that has not been proposed by the commissioner. For purposes of this section, deliberation is defined in Texas Government Code, §551.001.
- (d) An applicant for an open-enrollment charter, or any person or entity acting on behalf of an applicant for an open-enrollment charter, shall not communicate with ~~the commissioner or the commissioner's designee,~~ a member of the SBOE ~~or a member of an external application review panel~~ concerning a charter school application beginning on the date the application is submitted and ending on the date the applicant passes through an external review with a qualifying score ~~90 days after the commissioner's proposal~~. The SBOE may veto a proposed application for violation of this subsection.

# Minutes

State Board of Education Committees

August 29-31, 2023

**Report of the State Board of Education  
Committee of the Full Board  
Tuesday, August 29, 2023**

The State Board of Education Committee of the Full Board met at 9:08 a.m. on Tuesday, August 29, 2023, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Keven Ellis, chair; Rebecca Bell-Metereau; Evelyn Brooks; Staci Childs; Aicha Davis; L.J. Francis; Patricia Hardy; Will Hickman; Aaron Kinsey; Pam Little; Tom Maynard; Melissa Ortega; Marisa B. Perez-Diaz; Julie Pickren; Audrey Young

**Public Testimony**

The Committee of the Full Board heard public testimony on agenda items #1 and #4. Information regarding the individuals who presented public testimony is included in the discussion of that item.

**DISCUSSION ITEM**

**1. Public Hearing Regarding Instructional Materials Submitted for Adoption by the State Board of Education Under *Proclamation 2024***  
(Board agenda page I-1)

Public testimony was provided by the following individuals:

NAME: Alexander Harris  
AFFILIATION: Network of Concerned Citizens

NAME: Rocio Fierro-Perez  
AFFILIATION: Texas Freedom Network

NAME: Dean Mohlman  
AFFILIATION: Self

NAME: Christina Hovance  
AFFILIATION: Self

NAME: Marygrace Beinke  
AFFILIATION: St. Stephen's Episcopal School

NAME: Eva Noyola  
AFFILIATION: Self

NAME: Heather Ball  
AFFILIATION: Self

NAME: Susan Meredith  
AFFILIATION: Self

NAME: Larry Linenschmidt  
AFFILIATION: Self

### **ACTION ITEM**

**2. Ratification of Amendments to Proclamation 2024 of the State Board of Education Advertising for Bids on Instructional Materials**

(Board agenda page I-2)  
[Official agenda item #3]

Amie Phillips, director, instructional materials review, open education resources division, explained that this item provides an opportunity for the State Board of Education (SBOE) to ratify changes to two dates in the schedule of adoption procedures in *Proclamation 2024* to extend the deadline for publishers to submit the *List of Corrections and Editorial Changes*.

**MOTION AND VOTE:** *It was moved by Mr. Maynard, seconded by Ms. Hardy, and carried to recommend that the State Board of Education ratify the amendments to the schedule of adoption procedures in Proclamation 2024 of the State Board of Education Advertising for Bids for Instructional Materials.*

### **DISCUSSION ITEMS**

**3. Update on the Review of Proclamation 2024 Instructional Materials**

(Board agenda page I-6)

Ms. Phillips gave an update on the review of *Proclamation 2024*. She shared the timeline and process for securing reviewers, status of the reviews, preliminary findings of the *Proclamation 2024* state review panels, and preliminary scores of the Texas Resource Review for science materials.

**4. Discussion of House Bill 1605, 88th Texas Legislature, Regular Session**

(Board agenda page I-4)

Public testimony was provided by the following individuals:

NAME: Mary Lynn Pruneda  
AFFILIATION: Texas 2036

NAME: Amber Shields  
AFFILIATION: Commit Partnership

Commissioner Mike Morath presented a summary of the topics previously discussed at the June SBOE work session. Todd Davis, interim associate commissioner, instructional strategy, shared key components of the new instructional materials review and approval process (IMRA), highlighted important SBOE decision points, and presented a high-level timeline. Nicholas Keith, executive director, high-quality instructional materials supports division, presented information about components of high-quality instructional materials, research on the most effective ways for learning

to occur and on the best way to teach each subject, and shared information from theme six in *Developing a Thriving Teacher Workforce in Texas* (Teacher Vacancy Task Force, February 2023).

The committee postponed further discussion on this item to the August 30, 2023, meeting of the Committee of the Full Board.

#### **ACTION ITEM**

#### **4. Discussion of Required Vocabulary and Literary Works Recommendations**

(Board agenda page I-6)

[Official agenda item #4]

Dr. Davis explained that the board had the opportunity to request recommendations from the agency regarding the list of required vocabulary and at least one literary work to be taught in each grade level as required by House Bill (HB) 1605, 88th Texas Legislature, Regular Session.

**MOTION AND VOTE:** *It was moved by Mr. Maynard, seconded by Mr. Francis, and carried to recommend that the State Board of Education request that the agency provide recommendations regarding the list of required vocabulary and at least one literary work to be taught in each grade level as required by HB 1605, 88th Texas Legislature, Regular Session.*

Dr. Ellis adjourned the meeting at 5:49 p.m.

**Report of the State Board of Education  
Committee of the Full Board  
Wednesday August 30, 2023**

The State Board of Education Committee of the Full Board met at 9:08 a.m. on Wednesday, August 30, 2023, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Keven Ellis, chair; Rebecca Bell-Metereau; Evelyn Brooks; Staci Childs; Aicha Davis; L.J. Francis; Patricia Hardy; Will Hickman; Aaron Kinsey; Pam Little; Tom Maynard; Melissa Ortega; Marisa B. Perez-Diaz; Julie Pickren; Audrey Young

**Public Testimony**

The Committee of the Full Board heard public testimony on agenda items #2 and #4. Information regarding the individuals who presented public testimony is included in the discussion of that item.

The Committee of the Full Board considered items in the following order: Item number 1, 2, 3, 5, 6, 4, 7, 8

**DISCUSSION ITEMS**

**1. Commissioner's Comments**  
(Board agenda page I-7)

Commissioner Mike Morath reviewed the 2022-23 State of Texas Assessment of Academic Readiness (STAAR) scores. He demonstrated the Texas Assessment Family Portal to show the information that parents are able to access regarding their children's performance on the STAAR. Commissioner Morath also shared an update on the fentanyl response, "One Pill Kills" campaign and shared communications toolkit information that is available on the TEA website.

**2. Discussion of House Bill 1605, 88th Texas Legislature, Regular Session**  
(Board agenda page I-4)

A portion of this item was postponed from the August 29, 2023, meeting of the Committee of the Full Board.

The committee indicated a desire for TEA to focus on rubrics for reading and mathematics at this time and to postpone development of the science rubric.

Commissioner Mike Morath stated that the agency does not plan to include science in the initial rubric development cycle for the new instructional materials review and approval process. He also discussed future rulemaking and approvals required for implementation of House Bill 1605, including the instructional materials quality review process, suitability rubrics, and local reviews of classroom instructional materials.

Dr. Ellis shared his intention to include the suitability rubric as an action item at the November 2023 meeting.

3. **Public Hearing on Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, and Subchapter F, Business, Marketing, and Finance**  
(Board agenda page I-8)

Public testimony was provided by the following individual:

NAME: Andrew Pierce  
AFFILIATION: Self

#### **ACTION ITEMS**

4. **Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, and Subchapter F, Business, Marketing, and Finance**  
**(First Reading and Filing Authorization)**  
(Board agenda page I-10)  
[Official agenda item #5]

Shelly Ramos, senior director, curriculum standards and student support division, provided an overview of the changes recommended by the work group for revisions to the TEKS for career preparation and entrepreneurship.

**MOTION:** *It was moved by Mrs. Little and seconded by Mr. Maynard to recommend that the State Board of Education approve for first reading and filing authorization proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.19, Project-Based Research (One Credit), Adopted 2023; §127.20, Career Preparation I (Two Credits), Adopted 2023; §127.21, Career Preparation II (Two Credits), Adopted 2023; and §127.22, Extended Career Preparation (One Credit), Adopted 2023; and Subchapter F, Business, Marketing, and Finance, §127.275, Entrepreneurship I (One Credit), Adopted 2023; §127.276, Entrepreneurship II (One Credit), Adopted 2023; §127.277, Practicum in Entrepreneurship (One Credit), Adopted 2023; and §127.278, Extended Practicum in Entrepreneurship (One Credit), Adopted 2023.*

**MOTION AND VOTE:** *It was moved by Mr. Hickman, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §127.20(d)(7)(D) to read:*

“investigate and compare career options by completing career aptitude tests, interest and skill inventories, or surveys;”

**MOTION AND VOTE:** *It was moved by Ms. Pickren and seconded by Mrs. Brooks to recommend that the State Board of Education amend §127.20(d)(5)(F) to read:*

“research and explain the rights and responsibilities established by the Civil Rights Act of 1964, Title VII, and the Education Amendments of 1972, Title IX, as passed by Congress; and”

*The motion failed.*





**MOTION AND VOTE:** *It was moved by Mr. Hickman, seconded by Mr. Maynard, and carried unanimously to recommend that the State Board of Education amend §127.21(d)(1)(B) to add “or resumé.”*

**MOTION AND VOTE:** *It was moved by Mr. Francis, seconded by Mr. Kinsey, and carried without objection to recommend that the State Board of Education amend §127.21(d)(4)(A) to read:*

“identify positive interpersonal skills, including conflict resolution, effective communication, and respect for all people, and model these skills as a mentor with peers;

**MOTION AND VOTE:** *It was moved by Mr. Francis, seconded by Mr. Kinsey, and carried without objection to recommend that the State Board of Education amend §127.275(d)(1)(E) to read:*

“demonstrate collaboration skills, including resolving conflicts, within a ~~diverse~~ team setting;”

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mr. Francis, and carried without objection to recommend that the State Board of Education amend §127.275(d)(1)(B) to replace “company expectations” with “business norms.”*

**MOTION AND VOTE:** *It was moved by Mr. Hickman, seconded by Mrs. Brooks, and carried without objection to recommend that the State Board of Education amend §127.275(c)(3) to read:*

“Entrepreneurship I, students will gain the knowledge and skills needed to become an entrepreneur in a free enterprise system. Students will learn the key concepts necessary to begin and operate a business. The primary focus of the course is to help students identify the types and selection criteria of business structures, understand the components of a business plan, determine feasibility of an idea using research, and develop and present a business concept. In addition, students will understand the basics of management, accounting, finance, marketing, risk, and product development.”

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mr. Francis, and carried without objection to recommend that the State Board of Education add new §127.275(d)(2)(G) to read:*

“identify the role entrepreneurship plays in innovation within a free-market economy.”

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mr. Francis, and carried to recommend that the State Board of Education strike and replace §127.275(d)(3)(D) to read:*

“identify the primary importance of shareholders ~~compare the difference between shareholders and stakeholders.~~”

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mr. Francis, and carried to recommend that the State Board of Education amend §127.275(d)(6)(A) to read:*

“define and explain basic accounting terms, including revenue, expenses, cash, accounts receivable, accounts payable, fixed assets, liquid assets, inventory, liabilities, cost of goods sold, EBITDA (earnings before interest, taxes, depreciation and amortization), gross profit, net profit, forecasts, cash flow, return on investment, and owners' equity;”

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mrs. Brooks, and carried without objection to recommend that the State Board of Education amend §127.275(d)(6)(B) to read:*

“identify possible diversified revenue streams for a business;”

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §127.275(d)(6)(E) to read:*

“calculate unit economics and a break-even point using sample data;”

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §127.275(d)(6)(I) to read:*

“compare various pricing strategies such as cost-plus pricing, price skimming, penetration pricing, premium pricing, and value-based pricing;”

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §127.275(d)(8)(D) to read:*

“explain potential impacts of the availability of the product or service on a selected target market; and”

**MOTION AND VOTE:** *It was moved by Mrs. Brooks, seconded by Mr. Kinsey, and carried without objection to recommend that the State Board of Education amend §127.275(c)(3) to read:*

“In Entrepreneurship I, students will gain the knowledge and skills needed to become an entrepreneur in a free enterprise system. Students will learn the key concepts necessary to begin and operate a business. The primary focus of the course is to help students identify the types and selection criteria of business structures, understand the components of a business plan, determine feasibility of an idea using research, and develop and present a business concept. In addition, students will understand the basics of management, accounting, finance, marketing, risk, and product development.”

**MOTION AND VOTE:** *It was moved by Mr. Francis, seconded by Ms. Childs, and carried unanimously to recommend that the State Board of Education amend §127.275(d)(10)(A) to read:*

“identify and compare the opportunities of various local, state, and national organizations and associations that provide resources to entrepreneurs, including startup grants and loans; and”

**MOTION AND VOTE:** *It was moved by Mr. Hickman, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §127.275(d)(1)(A) to read:*

“demonstrate professional business communication skills such as verbal phone conversations and the construction of email in a professional manner, including subject line, salutation, email body, closing, and signature;”

**MOTION AND VOTE:** *It was moved by Mr. Hickman, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §127.275(d)(4)(A) to read:*

“complete a career interest inventory or career aptitude test and a personality assessment to identify personality traits, strengths, and weaknesses;”

**MOTION AND VOTE:** *It was moved by Mr. Hickman, seconded by Ms. Childs, and carried without objection to recommend that the State Board of Education amend §127.276(d)(2)(A) to read:*

“compare the advantages and disadvantages of corporations, franchises, partnerships, limited-liability companies, and sole-proprietorships;”

**MOTION AND VOTE:** *It was moved by Mr. Hickman, seconded by Mr. Maynard, and carried without objection to recommend that the State Board of Education amend §127.276(d)(5)(A) to read:*

“compare potential funding sources, including crowdsourcing, private equity firms, venture capitalists, banks and other lenders, friends and relatives, grants, state and local development agencies, and angel investors; and”

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mr. Francis, and carried without objection to recommend that the State Board of Education amend §127.276(d)(5)(A) to read:*

“compare the advantages and disadvantages of potential funding sources, including crowdsourcing, private equity firms, venture capitalists, banks and other lenders, friends and relatives, grants, state and local development agencies, and angel investors; and”

**MOTION AND VOTE:** *It was moved by Mr. Maynard, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education strike §127.276(d)(5)(B) and replace it with the following:*

“identify predatory lending schemes and practices ~~evaluate risks and benefits of various funding sources.~~”

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mr. Maynard, and carried without objection to recommend that the State Board of Education add new §127.276(d)(5)(C) to read:*

“evaluate risks and benefits of various funding sources from short- and long-term perspectives.”

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §127.276(d)(1)(C) to read:*

“conduct meetings in face-to-face and virtual settings by creating an agenda, confirming the meeting, using an agenda as a guide for the meeting, and sending meeting follow-up correspondence;”

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Ms. Childs, and carried without objection to recommend that the State Board of Education amend §127.276(d)(2)(B) to replace “taking over” with “acquiring.”*

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mr. Francis, and carried without objection to recommend that the State Board of Education amend §127.276(d)(6)(C) to read:*

“explain the process for legally registering and obtaining a tax status for a start-up business for a selected ownership structure.”

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §127.276(d)(8)(E) to read:*

“create a monthly projected financial statement for a three-year period ~~financial statement~~ for a start-up business;”

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §127.276(d)(12)(D) to read:*

“calculate unit economics and a break-even point for a start-up business; and”

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §127.276(d)(17)(B) to replace “interest rates” with “terms.”*

**MOTION AND VOTE:** *It was moved by Mrs. Brooks, seconded by Ms. Pickren, and carried without objection to recommend that the State Board of Education amend §127.276(c)(3), §127.277(c)(3), and §127.278(c)(3) to add “in a free enterprise system.”*

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §127.277(d)(4)(A) to read:*

“describe all materials, facilities, technology, inventory, and personnel that will be needed to start and sustain the business;”

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §127.277(d)(5)(B) to strike “sustainable.”*

**MOTION AND VOTE:** *It was moved by Mr. Hickman and seconded by Mr. Maynard to recommend that the State Board of Education amend §127.277(d)(5)(B) to add “long-term” before “jobs.” The motion failed.*

**MOTION AND VOTE:** *It was moved by Mr. Francis, seconded by Mr. Kinsey, and carried without objection to recommend that the State Board of Education amend §127.277(d)(5) to replace “obligations” with “responsibilities.”*

**MOTION AND VOTE:** *It was moved by Mr. Hickman, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §127.277(d)(3)(B) to read:*

“compare the benefits and drawbacks for each type of business structure such as personal liability, and taxes, and intellectual property; and”

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mr. Maynard, and carried without objection to recommend that the State Board of Education amend §127.277(d)(6)(D) to read:*

“analyze various paths to exit a business; and the impact from startup decisions; and”

**MOTION:** *It was moved by Ms. Pickren and seconded by Mr. Maynard to recommend that the State Board of Education add new §127.276(d)(14)(E) to read:*

*“analyze risks and challenges associated with sourcing production outside the U.S., especially in countries with state-run economies which are hostile to free markets and U.S. intellectual property.”*

**MOTION AND VOTE:** *It was moved by Ms. Perez-Diaz and seconded by Mrs. Brooks to recommend that the State Board of Education amend new §127.276(d)(14)(E) to read:*

*“analyze ~~risks and challenges associated with~~ impacts of sourcing production outside the U.S., especially in countries with state-run economies ~~which are hostile to free markets and US intellectual property.~~”*

*The motion failed.*

**VOTE:** *A vote was taken on Ms. Pickren’s original motion to add new §127.276(d)(14)(E). The motion failed.*

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §127.278(d)(1)(C) to read:*

*“demonstrate professional standards and personal qualities needed to succeed as an entrepreneur such as self-discipline, integrity, customer service, work ethic, and adaptability with increased fluency;”*

**MOTION AND VOTE:** *It was moved by Mr. Kinsey, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §127.278(d)(4)(B) to replace “security” with “cybersecurity.”*

**VOTE:** *A vote was taken on the main motion, as amended, to recommend that the State Board of Education approve for first reading and filing authorization proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.19, Project-Based Research (One Credit), Adopted 2023; §127.20, Career Preparation I (Two Credits), Adopted 2023; §127.21, Career Preparation II (Two Credits), Adopted 2023; and §127.22, Extended Career Preparation (One Credit), Adopted 2023; and Subchapter F, Business, Marketing, and Finance, §127.275, Entrepreneurship I (One Credit), Adopted 2023; §127.276, Entrepreneurship II (One Credit), Adopted 2023; §127.277, Practicum in Entrepreneurship (One Credit), Adopted 2023; and §127.278, Extended Practicum in Entrepreneurship (One Credit), Adopted 2023. The motion carried.*

*(Dr. Bell-Metereau, Ms. Childs, and Ms. Davis were absent for the vote.)*

5. **Proposed Amendment to 19 TAC Chapter 100, Charters, Subchapter A, Open-Enrollment Charter Schools, §100.1, Selection Process (Second Reading and Final Adoption)**  
(Board agenda page I-14)  
[Official agenda item #6]

Public testimony was provided by the following individual:

NAME: Christine Gendron  
AFFILIATION: Texas Charter School Association

Marian Schutte, executive director, authorizing division, presented information on the open-enrollment charter school selection process.

**MOTION AND VOTE:** *It was moved by Mrs. Little, seconded by Ms. Hardy, and carried to recommend that the State Board of Education approve for second reading and final adoption the proposed amendment to 19 TAC §100.1 Selection Process; and*

*Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 100, Charters, Subchapter A, Open-Enrollment Charter Schools, §100.1, Selection Process, is necessary and shall have an effective date of 20 days after filing with the Texas Register.*

*(Dr. Bell-Metereau was absent for the vote.)*

## **DISCUSSION ITEM**

6. **Introduction of the Texas Permanent School Fund Corporation Acting Chief Executive Officer**  
(Board agenda page I-18)

Mr. Maynard introduced Britt Harris as the acting chief executive officer for the Texas Permanent School Fund Corporation. Mr. Harris provided an overview of the history of the Permanent School Fund. He also explained steps that are being taken to merge with the General Land Office (GLO) fund and fully establish the Corporation.

## **ACTION ITEM**

7. **Update on Texas Essential Knowledge and Skills (TEKS) Review**  
(Board agenda page I-19)  
[Official agenda item #7]

Ms. Ramos provided an update on the English Language Proficiency Standards (ELPS) and CTE TEKS review and revision processes. She explained that TEA is seeking representatives from business and industry to provide feedback on the career preparation and entrepreneurship TEKS and asked board members to send recommendations to TEA staff. Additionally, she explained that draft recommendations for the TEKS for certain agriculture, food, and natural resources, aviation, and CTE courses that satisfy science graduation credit would be completed soon. Once available, the draft recommendations will be shared with board members, the advisory group, and education service centers.

Monica Martinez, associate commissioner for standards and programs, provided an update on the CTE programs of study refresh. She explained that there are currently 53 statewide programs of study in 14 career clusters. She provided an overview of the current programs of study framework documents that show the courses within each level in a program of study and include aligned industry-based certifications (IBCs). She reviewed the timeline and milestones of the refresh process and summarized recommendations made by the programs of study advisory committee. She further explained that the advisory committee's recommendations were posted for public comment and that adjustments will be made, if necessary, in response to public comment. The finalized refreshed programs of study will be published later this fall to give school districts a year to adjust local programs to align with refreshed programs of study. Finally, she stated that CTE and Curriculum staff will make recommendations to the board at a future meeting for scheduling of CTE courses to be developed or revised as a result of the programs of study refresh.

## **DISCUSSION ITEM**

### **8. Discussion of Pending Litigation** (Board agenda page I-22)

Von Byer, general counsel, legal services, explained that a group of library book vendors filed a lawsuit against the Chair of the State Board of Education, the Commissioner of Education, and the Chair of the Texas State Library and Archives Commission. He stated that there was a hearing on Monday, August 28, but no determination was made at that time. He also stated that the attorney from the Attorney General's office was unable to attend the meeting to provide an update, but that board members would receive additional updates as they become available.

Vice Chair Little adjourned the meeting at 7:22 p.m.



**Report of the State Board of Education  
Committee on Instruction  
Thursday, August 31, 2023**

The State Board of Education Committee on Instruction met at 9:10 a.m. on Thursday, August 31, 2023, in Room #1-100 of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Audrey Young, chair; Evelyn Brooks; Aicha Davis; Pam Little; Melissa Ortega

Non-committee members present: Keven Ellis, Rebecca Bell-Metereau, L.J. Francis, Julie Pickren

**Public Testimony**

The Committee on Instruction heard public testimony on agenda items #2, #3, and #4. Information regarding the individuals who presented public testimony is included in the discussion of that item.

The Committee on Instruction considered items in the following order: Item number 4, 3, 2, 1

**ACTION ITEM**

**1. Proposed Amendment to 19 TAC, Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs (First Reading and Filing Authorization)**

(Board agenda page II-1)  
[Official agenda item #8]

Shelly Ramos, senior director, curriculum standards and student support, provided an overview of the proposed amendment to the rules related to innovative courses that had been discussed by the Committee on Instruction at the June 2023 meeting.

**MOTION AND VOTE:** *It was moved by Ms. Davis, seconded by Mrs. Little, and carried to recommend that the State Board of Education approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs.*

**DISCUSSION ITEMS**

**2. Update on Ethnic Studies Innovative Courses**

(Board agenda page II-6)

Public testimony was provided by the following individuals:

NAME:	Lanette Aguero
AFFILIATION:	Grand Prairie Independent School District

NAME: Orlando Lara  
AFFILIATION: Self

NAME: Hawana Townsley  
AFFILIATION: Self

NAME: Lena Martinez-Wolfinger  
AFFILIATION: American Indian Native Studies Course Committee

Ms. Ramos explained that this item provides the opportunity for the committee to discuss a newly approved ethnic studies innovative course, American Indian/Native Studies, and consider recommending the addition of Texas Essential Knowledge and Skills (TEKS) for a course in American Indian/Native studies. Ms. Ramos outlined a possible timeline should the committee wish to bring the course to the full board for discussion as a TEKS-based course.

Dr. Young requested that TEA staff proceed with the proposed timeline and take next steps for the development of TEKS for a course in American Indian/Native studies.

**3. Discussion of Adjustments to the Dyslexia Handbook to Align with Requirements of House Bill 3928**  
(Board agenda page II-8)

Public testimony was provided by the following individuals:

NAME: Robbi Cooper for Elizabeth Wilson  
AFFILIATION: Self

NAME: Jessamyn Putnam  
AFFILIATION: Self

NAME: Daphne Corder for Nicole May  
AFFILIATION: Self

NAME: Andrea Chevalier  
AFFILIATION: Texas Council of Administrators of Special Education

Monica Martinez, associate commissioner for standards and programs, provided a brief history of State Board of Education (SBOE) and legislative action related to dyslexia services in the state of Texas. Kristin McGuire, senior director, special education policy, programs, and reporting division, presented an overview of the changes made by House Bill (HB) 3928, the guidance provided by TEA to school districts and open-enrollment charter schools related to the bill, and action the SBOE will need to take to align the Dyslexia Handbook with requirements of HB 3928.

**4. Discussion of Library Collection Development Standards in Compliance with House Bill 900**  
(Board agenda page II-10)

Public testimony was provided by the following individuals:

NAME: Shannon Ayres  
AFFILIATION: Citizens Defending Freedom

NAME: Tara Schulte  
AFFILIATION: Citizens Defending Freedom

NAME: Francine Erickson  
AFFILIATION: Self

NAME: Stephanie Holderfield  
AFFILIATION: Citizens Defending Freedom

NAME: Anne Newman  
AFFILIATION: Self

NAME: Shirley Robinson  
AFFILIATION: Texas Library Association

NAME: Hilary Hickland  
AFFILIATION: Self

NAME: Deborah Ferris  
AFFILIATION: Self

Chairman Ellis explained that the SBOE is required by HB 900 to approve with a majority vote the Texas State Library and Archives Commission (TSLAC) library collection development standards. He explained that the purpose of this item is for the Committee on Instruction to review and discuss the TSLAC proposal only and that the board will not be asked to vote on the proposal until November. Dr. Ellis also clarified that the Governor's Office has reviewed the proposal to ensure it complies with state law.

Ms. Martinez stated that members of the SBOE received copies of the TSLAC draft rule proposal on August 8. She shared the anticipated timeline for approval of the standards which will include posting the draft in the Texas Register for an official public comment period.

The meeting of the Committee on Instruction adjourned at 12:11 p.m.

**Report of the State Board of Education  
Committee on School Finance/Permanent School Fund  
Thursday, August 31, 2023**

The State Board of Education Committee on School Finance/Permanent School Fund met at 10:00 a.m. on Thursday, August 31, 2023, in Room #1-104 of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Tom Maynard, chair; Keven Ellis; Patricia Hardy; Aaron Kinsey; Marisa B. Perez-Diaz

**Public Testimony**

The Committee on School Finance/Permanent School Fund received no presentations of public testimony.

**DISCUSSION ITEMS**

**1. Per Capita Apportionment Rate for the 2023-2024 School Year**

(Board agenda page III-1)

Mike Meyer, deputy commissioner, office of finance, explained the background of the per capita apportionment rate and provided information about the rate. He stated that the preliminary 2023–2024 per capita apportionment rate is set at \$414,884.

**2. Rule Review of 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund, Subchapter A, State Board of Education Rules, and Subchapter B, Texas Permanent School Fund Corporation Rules**

(Board agenda page III-2)

Mr. Meyer explained the purpose of the rule review of 19 TAC Chapter 33, Subchapters A and B. He provided an informational overview of the rule. He also discussed possible changes to the rule the board may wish to consider at a future meeting.

**3. Discussion of Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide**

(Board agenda page III-32)

David Marx, senior director, financial compliance division, explained that this item presents a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide. The proposed amendment would adopt by reference the updated version of the *Financial Accountability System Resource Guide* (FASRG). Mr. Marx explained the purpose of the FASRG and the types of changes being made.

## ACTION ITEM

### **4. Determination Regarding Whether Transfers May be Made from the Permanent School Fund to the Available School Fund**

(Board agenda page III-36)

[Consent agenda item #(1)]

Mark Shewmaker, senior investment officer and director of special projects, provided an overview of the required annual affirmation that distributions from the Texas Permanent School Fund Corporation for the upcoming fiscal year are in compliance with the constitutional limit of the 10-year test. The test requires that over a 10-year period the total amount of distributions may not exceed the total return on the investment assets. Mr. Shewmaker stated that the test was satisfied, allowing for a distribution from the Texas Permanent School Fund Corporation to the Available School Fund for fiscal year 2024.

Mr. Shewmaker stated that Rhett Humphreys, partner, NEPC, LLC, and Keith Stronkowsky, principal, NEPC, LLC, agreed with Texas Permanent School Fund Corporation investment team recommendations.

**MOTION AND VOTE:** *By unanimous consent, the committee recommended that the State Board of Education approve a distribution to the Available School Fund of approximately \$1.556 billion for fiscal year 2024.*

The meeting of the Committee on School Finance/Permanent School Fund adjourned at 10:26 a.m.

**Report of the State Board of Education  
Committee on School Initiatives  
Thursday, August 31, 2023**

The State Board of Education Committee on School Initiatives met at 9:01 a.m. on Thursday, August 31, 2023, in Room #1-111 of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Will Hickman, chair; Rebecca Bell-Metereau; Staci Childs; L.J. Francis; Julie Pickren

**Public Testimony**

The Committee on School Initiatives heard public testimony on agenda item #6. Information regarding the individual who presented public testimony is included in the discussion of that item.

**DISCUSSION ITEM**

**1. Discussion of Ongoing State Board for Educator Certification Activities**  
(Board agenda page IV-1)

Emily Garcia, associate commissioner for educator preparation, certification, and enforcement, shared updates on current and upcoming State Board for Educator Certification (SBEC) activities and proposed SBEC rules and amendments.

**ACTION ITEM**

**2. Review of Proposed Revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter C, Grades 6–8 Assignments, and Subchapter E, Grades 9–12 Assignments**  
(Board agenda page IV-3)  
[Official agenda item #9]

Marilyn Cook, senior director, educator preparation and certification, explained that the proposed revisions to 19 Texas Administrative Code (TAC) Chapter 231, Requirements for Public School Personnel Assignments, Subchapter C, Grades 6–8 Assignments, and Subchapter E, Grades 9–12 Assignments, would incorporate courses approved by the State Board of Education (SBOE), add certificate areas to the list of credentials appropriate for placement into an assignment, and incorporate technical edits where needed to improve readability and align citations.

**MOTION AND VOTE:** *It was moved by Mr. Francis, seconded by Ms. Pickren, and carried unanimously to recommend that the State Board of Education take no action on the proposed revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter C, Grades 6–8 Assignments, and Subchapter E, Grades 9–12 Assignments.*

## DISCUSSION ITEM

### **3. Open-Enrollment Charter School Generation 29 Application Updates** (Board agenda page IV-16)

Marian Schutte, executive director, authorizing division, presented information on the Generation 29 Open-Enrollment Charter Application process including goals, timeline, summary, and submission information.

## ACTION ITEMS

### **4. Recommendation for One Appointment to the Fort Sam Houston Independent School District Board of Trustees** (Board agenda page IV-17) [Consent agenda item #(2)]

Christopher Lucas, director, policy, planning, and operations, explained that one member of the board of trustees of Fort Sam Houston Independent School District (ISD) has retired. Brigadier General Russell Driggers has recommended that Colonel Aaron J. Braxton be appointed for a two-year term.

Invited testimony was provided by the following individual:

NAME: Aaron J. Braxton  
AFFILIATION: Fort Sam Houston

**MOTION AND VOTE:** *It was moved by Mr. Francis, seconded by Ms. Childs, and carried unanimously to recommend that the State Board of Education, based on Brigadier General Driggers's recommendation, approve the appointment of Colonel Aaron J. Braxton to serve a two-year term of office, from September 1, 2023, to August 31, 2025, on the Fort Sam Houston ISD Board of Trustees.*

### **5. Recommendation for Three Reappointments to the Lackland Independent School District Board of Trustees** (Board agenda page IV-22) [Consent agenda item #(3)]

Mr. Lucas explained that the terms of three members of the board of trustees of Lackland ISD are expiring. Brigadier General Russell Driggers has recommended that Mr. John Sheehan, Jr., Mr. John Jackson, and Ms. Jere Pace be reappointed for two-year terms.

Invited testimony was provided by the following individual:

NAME: John Sheehan, Jr.  
AFFILIATION: Lackland ISD Board of Trustees

**MOTION AND VOTE:** *It was moved by Mr. Francis, seconded by Dr. Bell-Metereau, and carried unanimously to recommend that the State Board of Education, based on Brigadier General Driggers's recommendation, approve the reappointments of Mr. John Sheehan, Jr., Mr. John Jackson, and Ms. Jere Pace to serve two-year terms of office, from September 1, 2023, to August 31, 2025, on the Lackland ISD Board of Trustees.*

**6. Recommendation for Two Reappointments to the Randolph Field Independent School District Board of Trustees**

(Board agenda page IV-38)  
[Consent agenda item #(4)]

Mr. Lucas explained that the terms of two members of the board of trustees of Randolph Field ISD are expiring. Brigadier General Russell Driggers has recommended that Mr. Patrick Luna and Mr. Peter Duffy be reappointed for two-year terms.

Public testimony was provided by the following individuals:

NAME: Brian Holt  
AFFILIATION: Randolph Field ISD

Invited testimony was provided by the following individuals:

NAME: Patrick Luna  
AFFILIATION: Randolph Field ISD Board of Trustees

NAME: Peter Duffy  
AFFILIATION: Randolph Field ISD Board of Trustees

**MOTION AND VOTE:** *It was moved by Mr. Francis, seconded by Ms. Pickren, and carried unanimously to recommend that the State Board of Education, based on Brigadier General Driggers's recommendation, approve the reappointments of Mr. Patrick Luna and Mr. Peter Duffy to serve two-year terms of office, from September 1, 2023, to August 31, 2025, on the Randolph Field ISD Board of Trustees.*

**7. Recommendation for One Reappointment to the Boys Ranch Independent School District Board of Trustees**

(Board agenda page IV-46)  
[Consent agenda item #(5)]

Mr. Lucas explained that the term of one member of the board of trustees of Boys Ranch ISD is expiring. Mr. Richard Nedelkoff, president and chief executive officer (CEO) of Boys Ranch ISD, has recommended that Mr. James Taylor be reappointed for a two-year term.

**MOTION AND VOTE:** *It was moved by Mr. Francis, seconded by Ms. Pickren, and carried unanimously to recommend that the State Board of Education, based on Mr. Richard Nedelkoff's recommendation, approve the reappointment of Mr. James Taylor to serve a two-year term of office, from September 1, 2023, to August 31, 2025, on the Boys Ranch ISD Board of Trustees.*

The meeting of the Committee on School Initiatives adjourned at 10:31 a.m.



