

# Texas Education Agency Overview

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## ■ 100 - Office of the Commissioner; Senior Policy Advisor

The Commissioner's Office provides leadership to schools, manages the Texas Education Agency (TEA), and provides coordination with the state legislature and other branches of state government as well as the U. S. Department of Education. SBOE activities and rules, commissioner rules and regulations, commissioner hearing decisions, coordinates with state legislature, Commissioner's Correspondence and Complaints Management.

Number of FTEs: 6

### **Correspondence Management Function Description:**

This function serves to oversee, coordinate, and conduct activities associated with managing and responding to correspondence received by members of the public, local education agencies (LEAs), legislature, and other state agencies. This function operates under the authority of Agency OP 03-01, for which the Office of the Commissioner is the Primary Office of Responsibility (OPR). This function serves as a review and distribution center for correspondence assigned to other offices in coordination with Complaints Management and the Public Information Coordination Office.

### **Complaints Management Function Description:**

This function serves to oversee, coordinate, and conduct activities associated with managing and responding to complaints received by members of the public. Through various activities, this function ensures that the operations of the Agency's complaint system is compliant with applicable regulations and policy and effectively meets identified needs of the Agency. This function operates under the authority of Agency OP 04-01, for which the Office of the Commissioner is the Primary Office of Responsibility (OPR). This function mainly serves as a review and distribution center for complaints assigned to other offices in coordination with Correspondence Management and the Public Information Coordination Office.

### **Complaints Management Records:**

- Complaints from members of the public about accessibility to TEA programs, services, or activities; Section 504/ADA complaints against the TEA
- Complaints or inquiries from members of the public about the TEA complaint procedures
- Manuals and activity reports regarding the Agency's complaint management
- Statewide assessment random on-site test monitoring materials; test monitor lists and assignments

### **Senior Policy Advisor**

This function serves to advise the commissioner on policy and rule making processes for legislative requests, school district issues, and agency and media relations. The Senior Policy Advisor provides additional support to the commissioner by participating, overseeing and interacting with agency staff, superintendents, and other stakeholders on all matters of concern. Represents and speaks on behalf of the commissioner to both internal and external stakeholders.

## ■ 101 – Test Monitoring and Inspector General Investigations

This office performs targeted and purposeful oversight, investigation, and accountability activities under the direction of the Commissioner of Education.

Number of FTEs: 4

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## ■ 102 – Deputy Commissioner Statewide Policy and Programs

The Deputy Commissioner for Statewide Policy and Programs exercises executive responsibility over State Initiatives, Standards and Programs, and Assessment, Accountability and Data Quality. The office also provides support to the Special Programs, Standards and Alignment, School Readiness and Partnerships, Data Development, Analysis and Research, and Student Assessment. The office is ultimately responsible for developing curriculum standards, textbook adoption, statewide student achievement testing and reporting, and the analysis of individual, school, and district performance.

Number of FTEs: 4.5

## ■ 103 – Associate Commissioner for State Initiatives

The Associate Commissioner for State Initiatives develops and implements policies and statewide education programs to improve the achievement of students in pre-kindergarten through high school and beyond. Major functions include:

- Administers strategic intervention programs in partnership with other departments, agencies, IHEs, ESCs, and private and community-based organizations
- Pilots and implements research based, cutting-edge educational approaches to provide schools and students with strategies that will have the highest probability of improving student achievement
- Uses data-driven analysis to identify educational system needs
- Develops research based, innovative policies to maximize federal, state and private resources for improving student performance

Number of FTEs: 2

## ■ 104 - Division of College and Career Readiness Initiatives

The division provides guidance, strategic coordination, and funding for initiatives designed to help secondary school students prepare for college and career success in the 21st century economy. Initiatives include those addressing P-16 collaboration and alignment; Texas Science, Technology, Engineering and Mathematics; Early College High Schools; the High School Allotment; high school completion and college readiness; and secondary school dropout prevention and recovery efforts.

Number of FTEs: 14

## ■ 105- Division of Educator Initiatives and Performance

The division develops and implements innovative initiatives to recruit, retain, and reward educators in order to improve student achievement.

Number of FTEs: 8

## ■ 106 - Programs for At Risk Youth

The division provides program guidance, support, and funding for school and student services for at-risk youth to help them graduate college and work force ready. The funding supports services before, during, and after school.

Number of FTEs: 8.5

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## ■ 110 – Chief Investment Office Permanent School Fund

The division is responsible for the investments of the Texas Permanent School Fund. The Texas Constitution and applicable statutes delegate to the State Board of Education the authority and responsibility for investment of the Permanent School Fund. The Permanent School Fund Division is responsible for administering these investments in such a manner as to maximize total return consistent with safety of principal.

Number of FTEs: 26

## ■ 120 – Associate Commissioner for Accreditation

The Associate Commissioner for Accreditation oversees the divisions of Program Monitoring and Interventions, Financial Audits, Campus Turnaround, and Charter Schools:

- Office of the Deputy Associate Commissioner for Program Monitoring and Interventions
  - Division of Program Monitoring and Interventions
  - Division of Governance and General Inquiry
- Division of Financial Audits
- Division of Campus Turnaround

The purpose of the department is to provide direction to school districts and charter schools with respect to their day-to-day operations while ensuring that they are in compliance with state and federal laws, rules, and regulations. Investigations may be conducted as needed to ensure compliance with state and federal laws. Oversight is given in the areas of school governance, curriculum, finance, special education, and campus turnaround intervention where applicable. Additionally, the division assists with the initiation, orientation, and provides program guidance to the state's charter schools.

Number of FTEs: 4

## ■ 130 – Communications; State Board of Education (SBOE) Support

The division's primary responsibilities are:

- Provides administrative support to the SBOE;
- Prepares SBOE agenda and minutes;
- Disseminates information on student performance and related policies;
- Implements projects that profile the academic success of students and educational program success in Texas;
- Identifies strategies and develops products that emphasize successful instructional practices;
- Provides internal communication and maintains internal relations;
- Works to ensure that citizens, non-profit and professional organizations, and governmental entities who are involved or interested in Texas schools receive information about the education system;
- Promotes excellence in teaching, school volunteerism, arts education and student academic excellence through special events;
- Operates the agency's main switchboard; and
- Provides graphic services to the agency.

Number of FTEs: 11

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## ■ 140 - Governmental Relations

The division's primary responsibilities are:

- Provides consistency and coordination in communication with the legislature, legislative agencies, other state agencies and professional organizations;
- Responds quickly and accurately to requests for information from the legislature and Legislative Budget Board;
- Develops the State Board of Education and TEA's legislative recommendations;
- Monitors and tracks state and federal education legislation and regulation development; reviewing, analyzing, and commenting; coordinating with other groups which have common interests; providing information to assist with the initiation and development of state and federal legislation benefiting public education and the state of Texas;
- Notifies school districts of changes made by the legislature, preparing reports and briefing documents which detail legislative actions and the impact on public education; and,
- Monitors and assists with the implementation of federal education funding opportunities for Texas schools, particularly in relation to new formula proposals and/or changes to existing funding distributions.

The division is the Agency's initial point of contact for members of the legislature. It communicates with the legislature and other state agencies. It develops SBOE and TEA's legislative recommendations, notifies the public regarding legislative impacts, monitors and tracks state and federal education legislation and regulation development.

Number of FTEs: 3.5

## ■ 150 - Internal Audit

The division provides an independent appraisal function whose purpose is to examine and evaluate agency activities and report to agency management and the Commissioner of Education. In carrying out their duties, internal auditors have free and unrestricted access to all agency activities, records, property, and personnel and those of agency contractors and subcontractors. The Internal Audit Division is established within the Commissioner of Education's Office. The director of Internal Audit is appointed by, and reports directly to, the Commissioner of Education. The Internal Audit Division is responsible for:

- Reviewing the various operating activities of the agency at appropriate intervals to determine whether results being obtained are consistent with established goals or objectives, and if operations are being implemented as planned;
- Reviewing the accuracy and integrity of financial and other information reported to the public and other agencies of government, and assessing the reliability of the systems used to generate that information;
- Reviewing compliance with laws, regulations, rules, and operating procedures that have a significant impact on agency operations and reports;
- Reviewing the safeguarding of assets and, when appropriate, verifying the existence of assets;
- Reviewing the economy and efficiency with which resources entrusted to the agency are employed, identifying opportunities to improve operating performance;
- Advising in the planning, design, installation, and production phases of computer based systems to evaluate whether adequate controls are incorporated in the systems, thorough system testing is done at appropriate stages, system documentation is complete and accurate, and the needs of user organizations are met; and
- Reviewing agency guidelines for ethical conduct, assuring compliance with the highest standards.

Number of FTEs: 4.5

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## ■ 160 - General Counsel

The General Counsel is directly responsible to the Commissioner. The General Counsel's Office provides legal counsel and representation to TEA; advises local districts, personnel and parents in the interpretation and administration of school law; handles thousands of public inquiries; administers enforcement matters including accreditation, charter schools and special programs and drivers education; and acts as liaison to the Attorney General for official opinion requests and litigation involving TEA. The division also administers hearings and appeals for TEA, provides litigation liaisons as needed, and provides ethical guidance to the State Board of Education and agency staff. The division also administers the process of assigning independent hearing officers to termination and non-renewal employment hearings at the school district level.

Number of FTEs: 28

## ■ 190 – Governance and General Inquiry

The division conducts investigations, and assists in resolving problems that show evidence of immediate or potential impact on student outcomes. Major functions include:

- Investigating school board complaints and assisting in resolving governance problems;
- Assigning monitors, conservators, and other intervention as needed; and
- Responding to general information questions or complaints by telephone, email or written letter.

The division is also the application owner for the Agency's Public Information Request Tracking System (PIRTS) and the owners of the PIR records. This area also provides some Public Information Request (PIR) coordination processing and submits the monthly Office of the Attorney General (OAG) PIR report for the agency. Training for the Public Information Act (PIA), confidentiality, redaction and technical system are provided to all agency staff.

Number of FTEs: 7.5

## ■ 200 – Associate Commissioner for Standards and Programs

The Associate Commissioner for Standards and Programs establishes standards of effectiveness and implementation guidelines for agency programs supporting successful completion of high school and preparation for post-secondary education or the job market. This office provides administrative leadership and supervision to six agency divisions. In addition, this office provides leadership to school districts, colleges, universities, regional service centers, professional organizations, and individuals regarding school improvement. The Associate Commissioner for Standards and Programs oversees 6 divisions: Standards and Alignment, Curriculum, Instructional Materials and Educational Technology, Special Programs, IDEA Coordination, and NCLB Program Coordination. The division establishes standards of effectiveness and implementation guidelines for programs supporting successful completion of high school and preparation for post-secondary education or the job market.

Number of FTEs: 5.5

## ■ 201 – Deputy Associate Commissioner for Standards and Alignment

The Deputy Associate Commissioner for Standards and Alignment provides administrative leadership and supervision to two agency divisions responsible for curriculum, instructional materials and educational technology.

Number of FTEs: 3

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## ■ 210 - Curriculum

Information regarding Texas Essential Knowledge and Skills (TEKS). Provides information to school administrators, counselors, parents, and students on course offerings and issues related to TEKS., Advanced Academics, Bilingual/ESL Education, Career & Technical Education, Early Childhood, Response to Intervention, Texas Math Initiative, Texas Reading Initiative, Texas Reading First Initiative, and Texas-Spain Initiatives.

The Division of Curriculum provides program leadership in:

- Development and implementation of the Texas Essential Knowledge and Skills for elementary and secondary schools;
- Assistance to textbook division in review of instructional materials;
- Building capacity to support the statewide curriculum;
- Assisting in the aligning of curriculum with assessment;
- Bilingual education activities for students with limited proficiency in English;
- Advanced academics;
- Career and technical education;
- Graduation requirements; and
- Directing statewide initiatives and selected grant programs.

Number of FTEs: 40

## ■ 211 – Instructional Materials and Educational Technology

The division is responsible for coordinating the review, adoption, purchase and distribution of instructional materials to all Texas public schools and open-enrollment charter schools. The division also provides leadership for the integration, utilization, evaluation and expansion of educational technologies through out the on-going implementation of the State Board of Education's Long-Range Plan for Technology 1996-2010. This includes integration of technology across all content areas K-12, Technology Applications, Technology Grant Programs, Educational Technology Pilot Projects, Distance Learning, Technology Planning and E-Rate. The division is also responsible for contracting for the production of Braille and large type textbooks, and audiotapes for students and teachers who are blind or who have visual impairments. The division encourages publishers of web-based and other electronic textbooks to make their content accessible to public school students with disabilities through accessibility standards, procedures and techniques that parallel those used by the federal Government under Section 508 of the Rehabilitation Act of 1998.

Number of FTEs: 27

## ■ 212 - Student Assessment

The division manages and oversees the development, administration, scoring, analysis, and reporting of the statewide assessment of student achievement required by the Texas Education Code (TEC), Chapter 39, Subchapter B. Based on statutory requirements, the assessment program evaluates the progress of Texas students longitudinally and at critical checkpoints as an integral part of statewide accountability. The Texas Assessment of Knowledge and Skills (TAKS) currently measures student performance in the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), in mathematics at grades 3 through 11; in reading at grades 3 through 9; in writing at grades 4 and 7; in English Language Arts (ELA) at grades 10 and 11; in science at grades 5, 10, and 11; and in social studies at grades 8, 10, and 11. Spanish-version TAKS tests measures the TEKS in reading and mathematics at grades 3 through 6, in writing at grade 4, and in science at grade 5.

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In addition to the TAKS tests, the statewide assessment program also consists of two assessments to support the agency's goal of providing appropriate assessment for every student in public education to validly measure his or her academic progress. The Reading Proficiency Tests in English (RPTE) for limited English proficient (LEP) students assess the annual growth in English reading proficiency of second language learners at grades 3 through 12. The State-Developed Alternative Assessment (SDAA) measures the academic progress in reading, writing, and mathematics of special education students in grades 3 through 10 who are being instructed in the TEKS but who are exempted from the TAKS by their admission, review, and dismissal (ARD) committee.

The division manages and oversees additional assessments required by the federal No Child Left Behind Act including observation protocols to assess listening, speaking, reading, and writing proficiency in English for LEP students in kindergarten through grade 12 and a science assessment at grade 8. The division also coordinates assessment projects required by law and State Board of Education action, including summer remediation study guides for TAKS, individualized focused study guides for exit level students who do not pass one or more of the subject-area assessments, and a periodic study to obtain data for comparing the performance of Texas students to that of students across the nation. The division represents Texas in national assessment projects that allow the state to remain current on testing trends and aid in the development of new assessment techniques.

Assessment information is collected and provided to individual students, school districts and campuses, the State Board of Education, the Texas Legislature, the Governor, and the public. The data collected and the reports generated by the division are used statewide, regionally, and locally to develop and implement compensatory instructional services for students. The student performance results are used for evaluating and reporting campus and district achievement as an integral part of the accountability system.

Number of FTEs: 113

## ■ 250 – Associate Commissioner for Health and Safety

The Associate Commissioner for Health and Safety provides coordination, administrative leadership, policy development and implementation for specific state and federal requirements and programs whose emphasis is on providing opportunities for students to achieve their maximum potential by developing a safe and healthy lifestyle. The division is responsible for implementing and maintaining the following health and safety initiatives:

**Coordinated School Health Unit:** Communicates issues and provides technical assistance for coordination of services for Health and Physical Education, Health Services, Nutrition Services, Counseling and Psychological Services, Healthy School Environments, Health Promotion for Staff, and Family and Community Services.

**Physical Fitness Assessment and Data Collection Unit:** Facilitates statewide testing and data collection to compare physical fitness to academic achievement, attendance, obesity, discipline problems, and school meal programs.

**Steroid Use Prevention Unit:** Distributes information in conjunction with the University Interscholastic League about the illegal use of anabolic steroids and the health risks involved with such use and facilitates statewide random testing programs to screen for steroid use. The Texas Education Agency (TEA) works with the Department of State Health Services (DSHS) for dissemination of informational materials on Steroid health risks as required in HB 3563.

**Cardiovascular Screening and the Placement of Automated External Defibrillator (AED) Devices on School Campuses Unit:** Facilitates the Cardiovascular Detection Pilot Program, created in 2007 by Senate Bill 7, to target about 12,750 sixth-grade students in public schools across Texas and the placement of Automated External Defibrillators (AED) Devices in schools and training on use of the devices. The pilot program includes data collection to determine the feasibility of a large-scale, statewide cardiovascular screening program.

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**Interagency Coordination (IC) Unit:** Works to improve the effectiveness of coordination between public education and the health and human service agencies by serving as a liaison to other state agencies and external organizations. Ongoing committees and work groups in which IC participates include, but are not limited to: Community Resource Coordination Groups of Texas (CRCGs): This group was created by the Senate Bill 298 and directs state agencies serving children to develop a community-based approach to coordinate services better for children and youth who have multi-agency needs and require interagency coordination; Texas Integrated Funding Initiative (TIFI); Children's Policy Council (CPC); Committee House Bill 1230, which requires multiple state agencies and service providers to collaborate on issues related to supported employment opportunities; Drug Demand Reduction Advisory Committee; Interagency Coordinating Council (ICC)--Building Healthy Families; Transition—IDEA Community Support Network; and Texas Correctional Office on Offenders with Medical or Mental Impairments (TCOOMMI).

**Guidance and Counseling Unit:** Supports and trains for School Counselors providing specialized guidance and counseling in the framework of the *Texas Educations Agency's Model Developmental Guidance and Counseling Program for Texas Public Schools—A Guide for Program Development* and the interactive components of Coordinated School to reduce dropout rates, improve academic performance, and increase participation in postsecondary education.

**The Life Skills Program for Student Parents Grant Unit:** State Grant funding to schools for integrated programs of educational and support services designed that reduce school dropouts, increase high school graduation rates, and enhance parenting skills for students who are pregnant or parents and at risk of dropping out of school. The program was previously called Pregnancy Education and Parenting (PEP).

**United States Senate Youth Program Unit:** Funded by the William Randolph Hurst Foundation and annually provides two student leaders with outstanding leadership abilities and a strong commitment to volunteer service from each state including Texas, the District of Columbia, and the Department of Defense Education Activity a week in Washington experiencing their national government in action. Delegates hear major policy addresses by senators, cabinet members, officials for the Departments of State and Defense and directors of federal agencies, as well as participate in a meeting with a Justice of the U.S. Supreme Court. Each delegate is awarded a \$5,000 College Scholarship for undergraduate studies. The student delegates selected rank academically in the top one percent of their states and continue to excel and develop impressive qualities that are often directed toward public service after High School graduation.

**Pregnancy Related Services Unit:** Pregnancy Related Services, referred to as PRS, is a program that allows a district to receive compensatory education allotment weighted funding (2.41) for providing support and educational services that reduce school dropouts, increase high school graduation rates, and enhance parenting skills while the student is attending classes and while the student is confined to the home or hospital for medical complications or delivery of a baby during the prenatal or postpartum period of pregnancy.

Number of FTEs: 6

## ■ 251 – Deputy Associate Commissioner for School Readiness and Certification

The Office of School Readiness and Partnerships provides administrative leadership in: 1) Early Childhood Initiatives; 2) English Language Learners Initiatives; 3) Math/Science Partnerships; 4) AVANCE – Family Support and Finance Grant

**Early Childhood Initiatives:** The agency provides more active leadership in the area of early childhood education as the public education system assumes greater responsibility for helping students and families have a successful early start by making all Texas children school-ready by the time they begin kindergarten.

Projects are:

- Early Childhood School Readiness
- School Readiness Integration
- Texas Early Education Model

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- School Readiness Certification System
- Prekindergarten Expansion Grant
- Texas Higher Education and Early Childhood Education Partnership Program
- Texas Prekindergarten Guidelines
- Web-based Prekindergarten Guidelines Training tool

**Limited English Proficiency Student Success Initiative (LEP SSI):** To provide intensive programs of instruction for students with limited English proficiency and to provide training materials and other teacher training resources to assist teachers in developing the expertise required to enable students of LEP to meet state performance standards.

- Limited English Proficiency Student Success Initiative
- Prekindergarten Limited English Proficiency
- Grants to school districts

Projects are:

- Online Bilingual/ESL Certification Prep Course
- Mathematics for English Language Learners (MELL)
- Science and Technology for English Language Learners Achieving Results (STELLAR)
- Tesoro - ESC Instructional Excellence Center
- Project OMAR: Supporting ELL in ESL
- Institute for Second Language Achievement (ISLA)

**Math/Science Partnerships:** Staff works on a variety of projects aimed at improving student performance in science at all grade levels. Projects focus on providing professional development in science and math instruction and improving or expanding direct student services.

Projects are:

- Texas Regional Collaboratives for Excellence in Science and Math
- TX ASAP (Accelerated Science Achievement Program) grant
- Science Math Outreach grant program
- Texas Science Technology, Engineering and Math (T-STEM) Centers
- Uteach Teacher Recruitment Replication project for Math and Science Teachers
- Mid-Career Math and Science Teacher Recruitment program

**AVANCE:** The purpose of the grant is to encourage educators, parents, community members, and university faculty to improve student learning and to develop and implement programs that meet student needs. The focus is on parent education, early childhood development, brain development, literacy, and school readiness. It is the intent of the grant funding to aid in developing and implementing the support programs necessary for all students to graduate from high school with a world-class education. The program serves predominantly poor Latino families in underserved communities.

Number of FTEs: 7

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## ■ 252 – Deputy Associate Commissioner for Student Services and GED

**Chapter 37 / Discipline - Law and Order Unit:** Provides leadership to agency staff, parents, students, public and private agencies, and others regarding Chapter 37 of the Texas Education Code that guides districts on establishing local policy in addressing disciplinary issues and enforcing standards for Discipline Alternative Education Program and Juvenile Justice Alternative Education Programs. Staff serve as resources to schools in the implementation of positive and proactive discipline management strategies and in recording PEIMS 425 Records Data relating to disciplinary actions as required by Chapter 37 of the Texas Education Code. Additionally the unit works with the Texas Juvenile Probation Commission, Texas Safety Center, and other agencies on issues affecting school safety and discipline issues.

**Title IV, Part A of the No Child Left Behind Act (NCLB) Unit:** The Title I, Part A, Safe and Drug-Free Schools and Communities (SDFSC) program provides state and local education agencies (LEA) with supplemental funding to develop and enhance education programs targeting alcohol, drug, and violence prevention strategies in elementary and secondary schools for all students and employees. The Principles of Effectiveness require school districts to conduct a needs assessment, use research-based activities, establish performance measures, and include meaningful and ongoing consultation with parents. Staff provides guidance under the state-administrative portion of the SDFSC program which includes oversight of two SDFSC statewide initiatives located at regional Education Service Centers IV and VI. Staff also produces the *News Digest for Health and Safety* newsletter.

**Title I, Part D of the No Child Left Behind Act (NCLB) Unit:** The Title I, Part D, Subparts 1 & 2 (Prevention and Intervention Programs for Children Who are Neglected, Delinquent or At-Risk) programs provides supplemental funding to districts, including the Texas Youth Commission and Windham School District, to improve the educational service to children in facilities for the neglected or delinquent so that these students will have the opportunity to acquire the knowledge and skills contained in the state content standards in order to meet the same student performance standards that all children in the state are expected to meet. Title I, Part D has a primary focus of facilitating the transition and academic needs of students from correctional programs to further education or employment.

**High School Equivalency Programs Unit:** Provides an alternative for high school students, aged 16 and over, who are at risk of not graduating from high school and earning a high school diploma. The purpose of the program is to prepare eligible students to take the High School Equivalency Examination. School districts and open enrollment charter schools may apply for authorization to operate a High School Equivalency Program in Texas.

Number of FTEs: 12

## ■ 301 – Deputy Associate Commissioner for Special Programs

The purpose of the division is to provide assistance to national and state executive, legislative, and agency leadership to establish a vision for the education of all students and implement systems for improving student performance that lead to positive post-school opportunities and results. Major functions include:

- Oversight of the state's design for the education of students with disabilities and students identified as educationally disadvantaged through internal and external coordination, leadership, guidance, and support; and
- Establishment of systems of collaboration and accountability for the Divisions of IDEA Coordination (311), and No Child Left Behind Program Coordination (312).

The division will also implement systems that ensure the effective use of limited state resources for the maximum benefit of students, parents, and school personnel by leveraging technology and fiscal resources, and purposeful collaboration within the Office of Standards and Programs and across all other agency functions.

Number of FTEs: 2

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## ■ 310 – Deputy Associate Commissioner for Program Monitoring and Interventions

The purpose of the division is to support the accomplishment of the state's goals for public education by reviewing, monitoring, acknowledging, sanctioning, and intervening in school districts and campuses to ensure excellence in education for all students. The major areas of responsibility currently in the Division of Program Monitoring and Interventions are accountability/accreditation monitoring and interventions; program monitoring and interventions for the bilingual education/English as a Second Language, career and technical education, No Child Left Behind, and special education program areas; and data validation monitoring and investigation. The division also coordinates activities related to the assignment of accreditation statuses to school districts and technical assistance teams to certain campuses. Additionally, the division performs certain monitoring and oversight responsibilities as required by the Office for Civil Rights and Civil Action 5281.

Number of FTEs: 57

## ■ 311 - IDEA (Individuals with Disabilities Education Act) Coordination

The division provides leadership, guidance, and resources for the establishment and implementation of the state's design for the education of students with disabilities. The Division coordinates the internal implementation of federal and state special education requirements with other divisions in the Office of Special Programs (No Child Left Behind Program Coordination), with other divisions within the agency including Program Monitoring and Interventions, Legal Services (Mediation and Due Process), and externally with other state agencies and stakeholders. Major functions include:

- Coordinating the implementation of federal and state special education requirements;
- Completing annually required federal and state documents, plans, and reports;
- Establishing rules, interagency agreements, procedures;
- Providing guidance/tools/products as necessary to implement federal and state requirements;
- Establishing and managing the state's system for special education complaints resolution;
- Managing the program for deaf/hard of hearing students receiving services through the Regional Day School Programs for the Deaf; and
- Coordination of general grant administration responsibilities.

The division coordinates with the Department of Planning, Grants and Evaluation to leverage limited financial resources to support school district implementation of federal and state requirements for the education of students with disabilities and the distribution of federal funds and certain state funds through review and approval of applications. The division provides leadership and support to education service centers, institutions of higher education, and other entities to ensure the provision of the state's comprehensive system of personnel development.

The division provides advisement to the state regarding special education-related issues, including: complaints investigations, access to the general curriculum, promising practices, visual impairments, deaf education, early childhood intervention, Admission, Review and Dismissal (ARD) committees, procedural safeguards, federal regulations, Section 504 of the Rehabilitation Act and statewide assessments. The division also coordinates with other entities regarding the state's comprehensive system of personnel development, and coordinates with Formula Funding Division to disburse funds and review and approve residential applications.

Number of FTEs: 26.5

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## ■ 312 - NCLB Program Coordination

The division is responsible for policy development, program administration, program compliance, and program implementation of the federally funded education programs under the No Child Left Behind Act (NCLB) in a manner that supports the instructional program and provides supplemental services for students and teachers who are eligible for services. Through the development and processing of program applications for funding and the provision of program leadership, the division will increase the level of equity and excellence in student achievement throughout Texas. Division staff works collaboratively with other Agency divisions, education service centers, local education agencies, universities, and other state agencies. The division is also responsible for the guidance and oversight of the Ed-Flex Partnership Program which grants federal waivers to LEAs.

Number of FTEs: 35

## ■ 322 - Driver Training

The division regulates both public and commercial school driver education. The division is also responsible for selling driver education certificates to public schools and commercial schools. In addition, the Driver Training Division also approves and regulates all programs taught at commercial driver training schools which include driver education, driving safety, specialized driving safety for seat belt offenders, drug and alcohol driving awareness, instructor development programs, and continuing education programs. Driver training processes, approves and issues all licenses for commercial school and instructors, provides information and answers questions about opening a New Driver Education, Driving Safety School or Drug and Alcohol Driving Awareness School, processes requests for new school application packets or forms, evaluates and approves all courses taught at commercial schools, processes all driving safety and driver education certificate orders, approves all change of ownership applications, and is responsible for complaints/special investigations or school compliance issues, verification of enrollment form, and exemptions.

Number of FTEs: 15.5

## ■ 351 - Charter School Administration

The division manages the charter application process for the State Board of Education, the charter amendment and renewal process for the Commissioner of Education, and the federal Public Charter School Grant Program. The division provides statewide leadership for Texas charter schools through efficient and effective operations and timely and accurate responses to requests for assistance and information from all clients.

Number of FTEs: 10.5

## ■ 360 – Regional Services

The division serves as the Office of the Education Service Center (ESC) Liaison, which encompasses functions related to managing the relationship between the Texas Education Agency and the 20 regional ESCs. Regional Services also manages the state waiver system for the commissioner of education. In that role, the division, reviews and recommends for approval or denial requests from school campuses, districts, or charter schools to waive sections of the Education Code including maximum class size, missed instructional days, staff development, early release, and the like. Regional Services also serves as the Texas Education Agency's official contact with the Governor's Department of Emergency Management as it relates to homeland security concerns such as hurricanes and other natural and man-made disasters which might require the use of school facilities for the evacuation not only of students but also large segments of the population of the State. Finally, the division manages the contract between the Texas Education Agency and the Harris County Department of Education as it relates to the statewide operation of the adult education program.

Number of FTEs: 4.5

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## ■ 450 - Financial Audits

The purpose of the division is to ensure that all public school funds are accounted for in an accurate and appropriate manner. This is accomplished through:

- Conducting average daily attendance audits of school districts and charter schools, to assure accuracy of reports upon which funding is based (TEC 42.255)(19 TAC 109.21)(TEC 12.1163);
- Providing a uniform financial accounting system for school districts, charter schools and education service centers to permit accurate reporting of financial data and respond to legislative and judicial mandates (19 TAC 109.1). This includes desk reviews of annual CPA audit reports for these entities for compliance violations and referring problems to appropriate TEA divisions for resolution (TEC 44.008 & 7.021(13))(TEC 12.111);
- Conducting on-site investigations and/or referrals on fiscal, governance, and general complaint-related matters and apply intervention measures as appropriate (TEC 39.075);
- Conducting on-site visits and desk audits of education service centers in the area of fiscal accountability and program effectiveness (TEC 8.102);
- Providing oversight of bank depository contracts for schools and ESCs to assist these entities in making sure their funds are adequately secured at all times by their banks thus preventing loss of public school funds(TEC 45.208);
- Conducting desk and on-site investigations, monitoring and auditing activities involving school districts, charter schools, and education service centers in the area of fiscal management and certain compliance matters (TEC 44.008, 44.010, 34 CFR 76.770, OMB Circular A-133, 34 CFR Part D, 34 CFR Part E); and
- Perform compliance audits and reviews of the federal and state discretionary grants and federal formula grants awarded to independent school districts, open-enrollment charter schools, regional education service centers and other grantees to ascertain compliance with federal and state laws, rules and other grant requirements. (34 CFR § 76.770; Part 80, Subpart E; TEC § 44.008).

The division produces financial audit reports of districts, *Financial Accountability System Resource Guide*, Comprehensive Annual Financial Reports. Conducts on-site investigations and desk audits and/or referrals, monitoring and auditing activities involving school districts, charters, and ESCs in the area of fiscal management and compliance matters.

Number of FTEs: 38.5

## ■ 501 – Deputy Associate Commissioner for School Finance

The division is responsible for general management oversight of the State Funding and Forecasting and Fiscal Analysis divisions. The primary responsibility of the division is to coordinate the activities of the two divisions. The division provides program implementation direction for various aspects of the Foundation School Program, depending on the passage of new legislation.

Number of FTEs: 2

# Texas Education Agency Overview

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## ■ 502 - State Funding

The division is responsible for the administration of all aspects of the Foundation School Program (FSP). Primary duties include supervision and control over allocations and payments to the public school districts, including charter schools under the FSP, and the administration of the recapture of local property taxes as required by Chapter 41, Texas Education Code. In addition, this division also calculates transportation allotments and gathers data about the operation and cost of student transportation systems, disburses and monitors the use of school facility funds, provides technical expertise for school facilities standards, processes applications for the guaranteed school bond program, consults with school districts on issues relating to school facilities, and reviews teacher service records for service credit.

Number of FTEs: 17.5

## ■ 503 – Forecasting and Analysis

The division produces forecasts of student populations and costs of the Foundation School Program, analyzes cost implications of legislation, analyzes financial equity of the school funding system, and provides support for the Student Attendance Accounting Handbook.

The division also provides analytic support to the school finance department, including the analysis of performance measure data for the FSP and fiscal impact statements for rule adoption.

Number of FTEs: 5.5

## ■ 510 – Deputy Commissioner for Finance and Administration

The Deputy Commissioner for Finance and Administration serves as the Chief Operating Officer of the agency and exercises executive responsibility over all fiduciary, information technology and grants administration and evaluation functions accounting for over \$20 billion in state and federal funds. The office is also responsible for the agency's strategic communications function with regard to public information, media relations and all interactions with the Texas Legislature and all other elected officials and oversight entities, including providing support to the State Board of Education. In addition, the office is responsible for the general effectiveness of the agency, overseeing an organization development function that includes all professional development, process re-engineering and human resource initiatives and responsibilities.

Number of FTEs: 3

## ■ 511 - Human Resources

The division is responsible for providing good customer service to internal and external customers; recruiting qualified applicants; and retaining a capable and committed workforce that is strategically focused to provide leadership, guidance, and resources to help schools meet the educational needs of all students pursuant to Federal/State laws and regulations, the Governor, the Legislature, and the State Board of Education.

Number of FTEs: 8.5

# Texas Education Agency Overview

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## ■ 512 - Budget

The division is responsible for the timely and efficient management of TEA's program and administrative budget and provides analysis to senior management relating to resource allocation decisions. The division's activities include:

- Preparation of the biennial legislative appropriations request and the itemized operating budget in accordance with TEA's strategic plan;
- Monitoring and maintenance of TEA's program and administrative budgets;
- Preparation and negotiation of the annual federal indirect cost proposal; and
- Management of the TEA's authorized position staffing patterns.

To accomplish these activities, the division plays an active role in the analysis, design, and implementation of automated systems dealing with budget preparation, federal time and effort reporting, revenue analysis, cost allocation, and budgetary control within the Integrated Statewide Administrative System (ISAS).

Number of FTEs: 12

## ■ 513 – Associate Commissioner for Finance/CFO

The Associate Commissioner for Finance/CFO Finance division consists of the Associate Commissioner of Finance/Chief Financial Officer and the Deputy Associate Commissioner of Fiscal Management. The Associate Commissioner provides leadership to the School Finance Department and the Fiscal Management Department. The School Finance Department manages the foundation school program and a forecasting and analysis division. The division manages the divisions of Accounting, Budget, and Purchasing and Contracts. The goal of the division is to process timely and accurate payments, to produce accurate and reliable financial information, to assist management in effectively allocating resources, and to ensure compliance with all state and federal rules and regulations, including adherence to generally accepted accounting principles.

Number of FTEs: 2

## ■ 514 - Purchasing and Contracts

The division is responsible for the following agency support services: purchasing, supply & receiving, contract management, and HUB Coordination. This support serves the mission of TEA to procure the highest quality goods and services to continue to assist TEA staff in their support and oversight of the Texas public and charter schools.

Number of FTEs: 11

## ■ 516 - Agency Infrastructure

The division is responsible for internal customer service and administrative support services. Division functions include asset management, mailing operations, publications distribution, facilities support and space management including warehouse, printing services, agency professional library, telecommunications, and Texas Educational Telecommunications Network (TETN) and media services.

The division is also responsible for risk management, records management, safety and security, employee identification cards and parking registration, asset management, mailing operations, publications distribution, facilities support and space management, printing services, library, telecommunications, TETN and media services, safety and security, employee ID cards, and parking registration.

Number of FTEs: 11

# Texas Education Agency Overview

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## ■ 517 - Accounting

The division administers a system of internal controls to ensure all purchase orders, contracts, allocations to subgrantees, and payments to vendors, school districts, agency employees' salaries, benefits, tax deductions, and travel are processed in accordance with the General Appropriations Act (GAA) and state and federal laws or regulations. Accounting maintains control over cash and appropriation balances through monthly reconciliations and internal reports. The division reconciles expenditures and revenues in ISAS to Federal agency reports and monitors grant balances. The division prepares financial reports for compliance with state and federal laws and regulations and for internal management purposes.

Number of FTEs: 27

## ■ 518 - Organization Development

Oversight responsibility for the Human Resources Division and the Office of Organizational Effectiveness. Focus is on improving the “people” part of TEA with agency-wide activities to support a healthy, productive, effective work environment and culture.

Number of FTEs: 7

## ■ 525 – Financial Projects

The division provides oversight for the Driver Training Division 322 and for the Office of Intellectual Property which has oversight responsibility for TEA copyrighted materials, negotiation of license agreements and the generation of royalties and fees appropriated by Rider 60 in the General Appropriations Act. Additionally, the division is assigned analytical and reporting projects that either support other divisions such as CFO, OPGE, and FSP or projects that are not within the core mission of other TEA divisions.

Number of FTEs: 3

## ■ 600 – Associate Commissioner for Accountability and Data Quality

The Associate Commissioner for Accountability and Data Quality is responsible for the planning and development of the state and federal public school accountability systems; planning and development of the performance-based monitoring system; and the publication of research reports in support of accountability system development. Annual school district accountability ratings as well as campus ratings are issued through this office. In addition, the office is responsible for planning and development of the Texas public education data collection system known as the Public Education Information Management System (PEIMS); management of the Texas Public Education Information Resource (TPEIR) data warehouse; and the coordination of agency rulemaking.

The Office of Accountability and Data Quality is composed of nine divisions:

- The Office of the Deputy Associate Commissioner of Student Assessment
- The Office of the Deputy Associate Commissioner of Data Development, Analysis, and Research
- The Division of Performance Reporting
- The Division of Performance-Based Monitoring
- The Division of Accountability Research
- The Division of Information Analysis
- The Division of Policy Coordination

# Texas Education Agency Overview

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The Office of the Associate Commissioner oversees the major activities of the department, which include the following activities:

- Planning, development, and support of the public school accountability system;
- Issuance of annual district and campus accountability ratings;
- Distribution of the annual Academic Excellence Indicator System reports and annual campus report cards to districts and campuses;
- Development and implementation of the Adequate Yearly Progress federal reporting system;
- Development of indicators and elements for performance-based monitoring;
- Research, preparation, updating of data files and coordination of the Education Data Exchange Network (EDEN) for federal reporting;
- Management of the Texas Public Education Information Resource (TPEIR) data warehouse;
- Coordination of the administrative rulemaking and rule review functions for State Board of Education and Commissioner of Education rules;
- Publication of research reports to assist in accountability system development, meet legislative requirements, or support public education policy development; and
- Preparation of the comprehensive annual report on Texas public education as required by the Texas Education Code.

Number of FTEs: 3

## ■ 601 - Accountability Research

The division is responsible for research and policy analysis on state and federal accountability measures, educational policy research, development of public school data and information systems, and reports on educational progress in Texas public schools. The division develops indicators and measures for high school completion, dropouts, grade-level retention, college entrance examinations, and advanced courses. The measures are used in the Academic Excellence Indicator System (AEIS), state and federal accountability, performance-based monitoring, and numerous state and federal reports.

The division responds to questions about:

- Advanced Placement and International Baccalaureate examinations
- College Admissions Testing (SAT and ACT)
- Completion Rates, Graduation Rates, and Dropout Rates
- The Comprehensive Annual Report on Texas Public Schools, with specific chapters on district reporting, dropout data, and retention prepared by the Accountability Research Division
- Enrollment Trends
- Grade-Level Retention

Number of FTEs: 16

## ■ 602 - Performance Reporting

The division develops the Academic Excellence Indicator System (AEIS) reports and the School Report Card, develops and implements the accountability system used to rate public schools and school districts, and produces Snapshot and Pocket Edition of Public School Statistics. Federal responsibilities include: developing and implementing Adequate Yearly Progress (AYP), federal reporting, and Education Data Exchange Network (EDEN).

Number of FTEs: 27

# Texas Education Agency Overview

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## ■ 603 – Enterprise Data Management (EDM)

Enterprise Data Management is responsible for data planning, standards, implementation, collection, and documentation of the Public Education Information Management System (PEIMS), Person Enrollment Tracking (PET), Person Identification Database (PID), and the Texas Electronic Records Exchange (TREx). The staff support internal and external committees that provide quality assurance for the data planning and collection process. In addition, the unit provides training and technical support to school districts, Education Service Centers, and software vendors in the use of PEIMS, PET and TREx.

Number of FTEs: 12

## ■ 604 - Policy Coordination

The division is responsible for:

- Managing and monitoring the agency's administrative rulemaking and rule review functions for rules of the State Board of Education (SBOE), Commissioner of Education, and State Board for Educator Certification (SBEC) codified in the Texas Administrative Code, Title 19;
- Conducting policy reviews in rule for compliance with laws, regulations, and procedures, including reviewing and preparing analyses of legislation on administrative rulemaking;
- Reviewing and posting legal filings such as open meeting notices and notices for requests for applications or proposals with the Texas Register Division of the Secretary of State's Office;
- Serving as the agency's certifying official and as agency liaisons for legal filings submitted with the Texas Register Division;
- Providing consultative services and technical assistance to agency staff on Administrative Procedure Act and Texas Register requirements; and
- Publishing policy information on administrative rules on the agency website to increase public accessibility.

Number of FTEs: 3.5

## ■ 605 - Performance Based Monitoring

The division participates in the agency-wide effort to develop and implement a comprehensive monitoring system that meets legislative requirements. The division is responsible for:

- Developing performance-based indicators (including indicators of data quality);
- Analyzing district performance data;
- Developing and disseminating all supporting documentation, procedures, methodologies, and analyses related to the performance-based indicators; and
- Coordinating with the Department of Standards and Programs and the Department of Accreditation to ensure the effective, agency-wide implementation of a data-driven, performance-based monitoring system focused on improving student performance.

Number of FTEs: 11

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## ■ 606 - Information Analysis

The division is responsible for updating and managing the Texas Public Education Information Resource (TPEIR), a large data warehouse that integrates student demographic, program, course and assessment data, and staff responsibility and certification data from TEA with student and faculty data from the Texas Higher Education Coordinating Board. TPEIR supports Career and Technology Education Reports (CTER), which are used to provide follow-up information on high school students who have left the Texas public school system and moved into higher education and the work force.

The division also is responsible for filling requests for data about the Texas public school system by creating files and reports of student, staff, and financial data using the Public Education Information Management System (PEIMS) database. These data products are produced for internal and external customers, including other TEA divisions, school districts, state agencies, legislative entities, institutions of higher education, researchers, private organizations, and the public. The division maintains a website that displays dynamically generated reports of school district geographic, enrollment, graduation, staff, salary, and financial information. The division also produces yearly statewide school district staff data files on CD-Rom.

Number of FTEs: 12

## ■ 607 – Deputy Associate Commissioner for Data Development, Analysis, and Research

The Office of the Deputy Associate Commissioner for Data Development, Analysis, and Research provides strategic guidance in agency data collection, information analysis, and research functions. Primary duties of this division include policy development and project implementation for the following agency functions: governance of state K-12 public education data and information; responses to requests for information and data from the Public Education Information Management System (PEIMS); research on and development of academic excellence indicators, including high school completion, grade-level retention, college entrance examinations, and advanced courses and advance course examinations; educational accountability research and development; reporting for local and state decision support and policy making; and integration of educational data from three state agencies.

Number of FTEs: 3

## ■ 611 – Information Technology Services (ITS)

The ITS Division consists of the Office of the Deputy Associate Commissioner/Chief Information Officer who oversees the following ITS Support Services: Information Security (Information Security Officer); Business Operations; Planning and Special Projects; Technical Support and Customer Services; and Enterprise Data Management. The Deputy Chief Information Officer reports to the Deputy Associate Commissioner/Chief Information Officer and oversees the following ITS Application Services: Project Management Office; Independent Verification and Validation Services; Requirements and Analysis; Internet/Intranet Services; Database Development and Support; and Data Warehouse, Business Intelligence (BI), Reporting, and GIS.

The division provides innovative technical solutions and services that enable educational stakeholders to efficiently help the students of Texas succeed in the global economy. ITS goals are to:

- Provide Information System services that meet education stakeholder needs;
- Protect and secure technology assets, information, and citizen privacy;

# Texas Education Agency Overview

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- Provide outstanding customer service;
- Innovate for business efficiency; and
- Recruit, develop, and provide an environment that encourages retention of excellent staff.

Number of FTEs: 105

## ■ 701 – Associate Commissioner for Planning, Grants, and Evaluation

The Associate Commissioner for Planning, Grants, and Evaluation is responsible for:

- Establishing a vision, providing leadership and offering guidance to the three divisions in the Department of Planning, Grants and Evaluation;
- Facilitating and guiding the development and implementation of departmental goals;
- Providing guidance and leadership in the implementation of departmental functions and policies;
- Providing leadership in the development and implementation of the TEA strategic plan, the performance measurement reporting system, eGrant system, and business processes within the Office for Planning, Grants and Evaluation;
- Delineating the life cycle model of planning, funding, evaluating, transforming and redesigning and communicating the next iteration of state and federal grants; and
- Overseeing the Office for Planning and Evaluation and the Divisions of Planning and Grant Reporting, Discretionary Grants Administration, and Formula Grants Administration.

Number of FTEs: 3

## ■ 702 – Deputy Associate Commissioner for Grants and Evaluation

Agency-wide strategic planning, agency performance measures, eGrants planning, administration of formula and discretionary grants, evaluating the effectiveness of key education programs and initiatives, and communicating results to agency, executive, and legislative leadership.

Number of FTEs: 1

## ■ 705 - Evaluation, Analysis, and Planning

The division is responsible for the following key functions:

- Developing the agency-wide strategic planning process;
- Administering TEA's performance measure reporting system;
- Reporting of district-level, financial state and federal grant data;
- Evaluating key education initiatives and state- and federally-funded grant programs;
- Developing and implementing grant applications and grant progress reports into the online eGrants System; and
- Processing data requests related to grant funding or program evaluation.

Number of FTEs: 19

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## ■ 711 - Discretionary Grants Administration

The division facilitates discretionary grant funding as authorized by state and federal law to districts and other grantees in support of programs and initiatives to improve student performance and the high school graduation rate. The division works in partnership with the designated TEA program division(s) to oversee the timely obligation of funds and to administer and manage all fiscal and legal aspects of TEA's federal and state discretionary grants, such as:

- Collaborating with the program divisions to determine the use of funds and developing appropriate subsequent documentation;
- Developing and publishing the Requests for Applications (RFAs) and Standard Application Systems (SASs) for each discretionary grant program;
- Conducting the competitive review process; and
- Negotiating, funding, processing payments, and performing close-out of each grant application selected for funding.

The division also provides technical assistance to the program divisions and collaborates in the development of appropriate reporting and evaluation mechanisms to measure the impact of grant activities on improving student performance and the high school graduation rate. The division participates in federal and state audits of grant programs and conducts all activities related to Grants Administration, including managing the General Application of Assurances, maintaining model documents such as the model RFA and SAS, approving all grant application packages prior to publication, and providing technical assistance and training to TEA staff with regard to grants administration. The division also posts discretionary grant information to the TEA Grant Opportunities calendar. The Document Control Center (DCC), operated in this division, mails out all RFAs requested by eligible applicants and receives and logs in all competitive applications on deadline days. The DCC also tracks all paper applications received, processed, and funded by the division.

Number of FTEs: 42

## ■ 712 - Formula Grants Administration

The division facilitates formula funding as authorized by state and federal law to local education agencies (LEAs) and other grantees in support of programs and initiatives to improve student learning and the high school graduation rate. The division of Formula Funding is responsible for providing both federal and state funds to eligible LEAs through a granting process where entitlements and allocations are determined by formula. The formulas are based upon appropriations bill riders or authorizing statutes. The division works in partnership with program and technical staff from various TEA divisions, as appropriate, throughout the granting process to oversee the timely obligation of funds and to administer and manage all fiscal and legal aspects of TEA's federal and state formula funds, such as:

- Collaborating with the program divisions to identify and approve funded projects, develop formulas and guidelines, and appropriate subsequent documentation;
- Determining and implementing entitlements and allocations for funding;
- Announcing, receiving, processing, and negotiating applications for funding;
- Providing technical assistance to grantees and grant applicants, including processing and negotiating amendments;
- Maintaining delivery and communication systems between TEA and grantees-whether paper or electronic format, such as SAS forms, WebSAS, eGrants, and electronic accounting and reporting systems, including the Integrated Statewide Administrative System (ISAS), TEA Grant Interface (TGIF), and Expenditure Reporting (ER);
- Maintaining appropriate records and open access to performance data; and
- Performing grant closeout procedures as appropriate.

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The division provides technical assistance to the program divisions and collaborates in the development of appropriate reporting and evaluation mechanisms to measure the impact of grant activities, as appropriate.

Number of FTEs: 26.5

## ■ 800 – Texas Council for Developmental Disabilities

The mission of the Texas Council for Developmental Disabilities is to create change so that all people with disabilities are fully included in their communities and exercise control over their own lives.

Number of FTEs: 17

## ■ 900 – Associate Commissioner for Educator Quality and Standards

The Associate Commissioner for Educator Quality and Standards' purpose is to regulate and oversee all aspects of the preparation, certification, continuing education, and standards of conduct of public school educators.

Number of FTEs: 1

## ■ 901 - Deputy Associate Commissioner for Educator Certification and Standards

The division ensures the highest level of educator preparation and practice to achieve student excellence.

Number of FTEs: 3

## ■ 906 - Educator Standards

The division develops and administers educator standards, assessments and approves/monitors educator preparation programs as well as conducts state and federal accountability reporting and research.

Number of FTEs: 10

## ■ 907 – Educator Credentialing

The division approves and issues the appropriate educator credentials to qualified individuals. The division provides, to all certification customers, consultative services and technical support related to all certification programs and functions.

Number of FTEs: 22

## ■ 908 - Investigations

The division ensures the safety of public school children by investigating criminal history information and complaints of misconduct by applicants for and holders of Texas teaching credentials.

Number of FTEs: 28

# Texas Education Agency Overview

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## ■ 920 – Deputy Commissioner for School District Leadership and Educator Quality

The Deputy Commissioner for School District Leadership and Educator Quality is responsible for the quality of educators and the monitoring of school district performance exercising executive responsibility over all professional educators in the state through the Educator Certification, Fingerprinting and Investigations, Educator Standards and Professional Discipline Units. The office also provides support to the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE). The office is ultimately responsible for Program Monitoring and Interventions of school districts and charters, Accreditation Ratings of School Districts, School Financial Audits, Charter Schools, Governance and the Regional Education Service Centers through on-site and auditing and other review activities.

Number of FTEs: 3