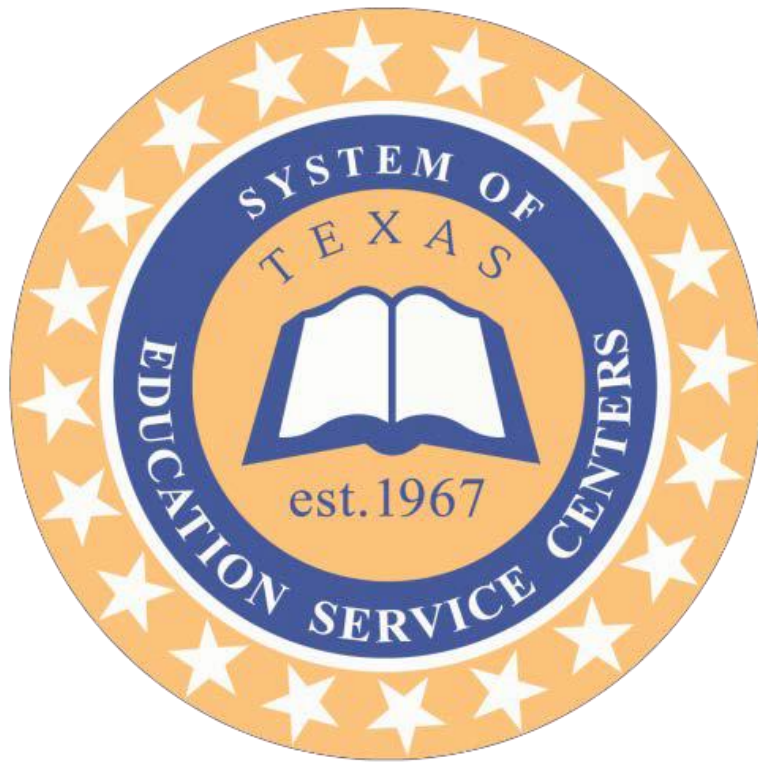


TEXAS SYSTEM OF EDUCATION SERVICE CENTERS



Rider 34 Report

Cost Savings Experienced by School Districts and
Charter Schools

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Executive Summary

The Texas System of Education Service Centers is comprised of 20 regional centers located throughout the state. The mission of each Education Service Center (ESC) is to improve student achievement in Texas by developing high quality services that enable Local Education Agencies (LEAs) to operate more efficiently and economically and to support educators as they prepare the future workforce of Texas. Beyond these duties, ESCs serve as the main communication channel for the legislature, state agencies, and others to communicate with all 1,207 LEAs in the state. This includes emergency communication and resource coordination in the event of a natural disaster and/or crisis.

Rider 34 required ESCs to report information regarding expenditures from the prior audited fiscal year. This included cost savings for products/services provided, a cost comparison to similar products/services from alternate providers, and the number of full-time equivalent (FTE) positions and total salaries, including the sources to finance those salaries.

Direct appropriations to the ESCs have decreased over time. The 76th Legislature allocated \$118.6 million (funding for core services, technology training, and dyslexia services) for the biennium or \$59.28 million in 2000 and \$59.32 million in 2001. The 77th Legislature allocated \$122.29 million (funding for core services and technology training) for the biennium or \$61.14 million in 2002 and \$61.15 million in 2003. The 78th Legislature allocated \$45 million (funding for core services, professional development, and technical assistance) for the biennium or \$22.5 million per year. The 79th, 80th, and 81st Legislatures allocated \$42.75 million (funding for core services, professional development, and technical assistance) for the biennium or \$21.375 million per year. The 82nd, 83rd, and 84th Legislatures allocated \$25 million (funding for core services, professional development, and technical assistance) for each biennium, or \$12.5 million per year. The 85th and 86th Legislatures allocated \$23.75 million (funding for core services, professional development, and technical assistance) for each biennium, or \$11.875 million per year.

This report examined the 2018-2019 audited fiscal year and demonstrated that **the \$11.875 million investment produced an estimated cost savings of over \$129 million to LEAs for core services.** These savings were a direct result of the products/services provided by ESCs to LEAs across Texas.

The total amount of savings provided to LEAs as a result of Business and Technology-Related Products/Services, Core Services, and State Initiatives was compared overall and on a per student weighted average daily attendance (WADA). **For the 2018–2019 school year, the ESCs as a whole, saved Texas LEAs just over \$396 million when all four categories were combined. On average, that equated to LEAs saving approximately \$73.08 per student statewide.**

A case study of 100 LEAs, five from each ESC region, demonstrated a cost comparison of similar products/services provided by alternative providers. This case study focused on four main areas of services: professional development, ESC products, direct services, and technical assistance. **ESCs provided a savings of approximately \$70.6 million for all products/services compared to other available service options for the surveyed LEAs.**

During the 2018–2019 school year, the **ESCs partnered with over 8,200 businesses for contracts worth over \$965 million. These collaborations produced an estimated \$377 million in cost savings for Texas LEAs.**

Finally, this report provided the number of ESC FTEs, their total salaries, and the source(s) of funding associated with products/services provided in 2018-2019. In the sixth iteration of reporting this information, ESCs continued to demonstrate the ability to reduce costs for LEAs while providing valued products/services to administrators, teachers, parents, and most importantly, Texas students.

Methodology

The primary objective of this report was to present the cost savings that LEAs achieved by utilizing ESC products/services for the audited fiscal year 2018-2019. Rider 34 addressed only the cost savings and staffing costs of ESC products/services. Information relating to the perceived “quality” of ESC products/services was not addressed in this Rider report or collected from the LEAs.

The report was based upon an analysis of the current costs of ESC products/services and compared those costs to alternative providers or if implemented internally. In some cases, it was difficult to calculate the exact cost savings since many LEAs communicated that without the ESC providing the service, it would not be cost effective for the LEA to either develop the service internally or to use a different provider. Cost savings could also be difficult to extrapolate as many services were priced per participant and/or by cooperative, not as a general cost. If the ESC provided information that was per participant savings, and not a total number for the region, it was not included in the total amounts represented in the report. All cost savings or information regarding the provision of products/services was reflective of the 2018-2019 school year, unless otherwise noted.

Additionally, in the final section of this report, 100 case studies,¹ completed by LEAs, explained the cost savings that they experienced utilizing products/services obtained within the four categories outlined by ESCs.

Those four categories were:

- A. **Professional Development.** Professional development services provided by the ESCs included training for board members, administrators, teachers, auxiliary staff, and others.
- B. **Products.** The ESCs developed a list of the major products offered to LEA clients. These products included application software, instructional materials, printing, and internet filtering.
- C. **Direct Services.** Direct services provided to LEAs varied significantly among the ESCs. These services included staffing in place of LEA staff (e.g., business managers, librarians, counselors, and nurses), technology services, legal services, auditing services, and other resources provided to LEAs, generally on an annual basis.
- D. **Technical Assistance.** Technical assistance was differentiated from direct services primarily by the short-term nature of assistance provided (as opposed to the type of service). LEAs could purchase technical assistance on a temporary or ad-hoc basis, not making an annual commitment to use the service. For example, technology support services could be provided by an ESC on an annual basis to LEAs (direct service), or on a temporary, ad-hoc basis (technical assistance); however, technical assistance could be provided as part of a specific contract.

Each of the 20 ESCs used a stratified process to select five LEAs that accurately reflected their region as a whole. They considered LEA size, demographics, state accountability results, and the number of ESC products/services used by the LEAs to determine which LEAs to use in this sample. This case study technique was approved by the Texas Education Agency (TEA) in prior submissions of the report.

The ESCs provided the LEAs with the following information from the 2018-2019 school year:

- Total number of professional development hours provided to the LEA by ESC.
- Total number of LEA attendees.
- Total dollar amount paid to ESC by LEA for professional development.
- Total number of products purchased by LEA from ESC.
- Total dollar amount paid to ESC by LEA for products.
- Total number of direct services purchased by LEA from ESC.
- Total dollar amount paid to ESC by LEA for direct services.
- Total number of technical assistance hours provided to the LEA by ESC.

¹ Each ESC had five case studies completed.

- Total number of contact hours provided to LEA from ESC; and
- Total dollar amount paid to ESC by LEA for technical assistance services.

Each LEA was asked to determine the cost it would experience if they purchased similar products/services from another provider or the cost they incurred if they decided to produce these products/services internally. Factors LEAs considered were the cost of additional staff, travel to workshops or training, product development, consultant fees, and other issues that the LEA deemed appropriate². Each ESC also provided the number of full-time equivalent (FTE) staff, funding sources for various services provided, and total salaries for each ESC as required by Rider 34.

To meet the reporting objectives of Rider 34, the following tasks were performed:

1. Collected shared service arrangements (SSAs) and cooperative arrangements that either had contracts over \$100,000 or had at least 50% participation by LEAs within the region, with estimated cost savings.
2. Collected technology-related services regarding distance learning, online professional development, low-cost computing technologies, and internet services, with estimated cost savings.
3. Collected core services provided by ESCs, with estimated cost savings.
4. Collected state initiatives and additional services provided by ESCs, with estimated cost savings.
5. Selected five LEAs that accurately reflected each ESC region.
6. Provided various information, including dollar amount spent with ESC, to each LEA, within the four categories of Business Services, Technology Services, Core Services, and State Initiatives.
7. Conducted analysis of the cost LEAs would incur if they used another provider for the products/services purchased through an ESC or if they developed these programs internally.
8. Submitted findings of LEAs to ESCs.
9. Provided total number of FTEs, salaries, and funding sources for services provided by ESCs to LEAs.
10. Developed consolidated report.

Constraints

Several limitations constrained the information collected and conclusions drawn. In this sixth report in which ESCs estimated and submitted cost savings information, as in the past, the methodology was adjusted to improve reporting and provide more accurate information. The ESCs determined that the method used during the first year of this report did not accurately reflect the cost savings that the Rider attempted to capture; therefore, in 2012, the ESCs implemented a new methodology. In 2014, after consulting with TEA, additional information was added to provide greater clarity to the diverse products/services provided by the ESCs, specifically related to technology support. The methodology will continue to evolve, as future reports may warrant.

There were also many variables that were considered when attempting to establish a price comparison between ESC products/services and those found on the open market. The LEA's location, student population, resources, and local policies dictated what types of products/services were available for them to purchase. For example, since rural LEAs have a lower number of students and personnel, they could experience a greater cost to hire an outside vendor to provide professional development than a LEA located in a more urban area where there are more service providers. It was also possible that due to personnel reasons, a LEA could decide to perform a service internally and opt not to use an outside source, which could be calculated differently.

Since every LEA is different, it was not possible for each LEA to use the same parameters when performing a cost comparative analysis. It was also important to note that many LEAs indicated that without the products provided by the ESCs, they would not purchase alternatives from other vendors due to the fact that it was highly unlikely they would be able to acquire the same services, or the cost would be outside of what the LEA would be able to afford.

Other limitations of this report included:

- The analysis was conducted by using a sample of all LEAs in the state; therefore, not every LEA was included in this report.
- Language in the Rider required the amount of savings achieved by LEAs as a result of using ESC services to be stated on a per student basis as measured by WADA. WADA is a measure of the extent to which a LEA's students in average daily attendance are participating in special programs (special education, career and technology education, bilingual education, compensatory education, and gifted/talented education). A calculated amount of per-WADA savings or costs to LEAs, however, is not as meaningful a number for the purposes of this price comparison as per enrollment because most product/service pricing is done on a per-student basis. In addition, competitors and alternative providers do not price their products or services based on WADA.

Conclusions

The analysis found that LEAs experienced significant cost savings by utilizing ESC products/services. Table 1 shows the estimated cost savings experienced by LEAs related to business services, technology services, core services, and state initiatives managed by the ESCs for the 2018-2019 school year.

Table 1: Estimated Cost Savings Related to ESC Products/Services 2018–2019

Section	Section Overview	Topics	Estimated Cost Savings
1	Business Services	<ul style="list-style-type: none"> ➤ Shared Service Arrangements ➤ Cooperative Arrangements ➤ Partnerships with Local Businesses 	\$195,986,156
2	Technology Services	<ul style="list-style-type: none"> ➤ Distance Learning ➤ Online Professional Development ➤ Low Cost Computing Technologies ➤ Internet Services 	\$30,833,955
3	Core Services (TEC 8.051(d))	<ul style="list-style-type: none"> ➤ Core Services listed in TEC, Section 8.051 (d) (1)–(6) 	\$129,624,043
4	State Initiatives (TEC 8.052 and 8.053)	<ul style="list-style-type: none"> ➤ State Initiatives 	\$41,213,525
Total Estimated Cost Savings			\$397,657,679

The majority of the surveyed LEAs also experienced savings in each of the four categories that products/services were assigned. Nineteen LEAs reported savings of over \$1 million each for the school year, and these LEAs were of various sizes and locations throughout the state. Thirteen LEAs reported savings greater than \$1,000 per WADA, and each of those LEAs had a WADA of less than 1,500 students.

Table 2 shows the total savings of LEAs surveyed, total WADA of LEAs surveyed, average savings for LEAs surveyed, and the average savings per WADA per LEA of the 100 surveyed LEAs. The 100 LEAs surveyed served over 750,000 Texas students.

Table 2: Estimated Cost Savings Experienced by LEAs

Total Savings for LEAs Surveyed	\$70,605,747.27
Total WADA of LEAs Surveyed	956,651.097
Average Savings per LEA	\$706,057.47
Average Savings per WADA per LEA	\$544.42

Table 3 provides a summary of the average savings the surveyed LEAs experienced in each of the four categories. It includes examples of services included in those categories and the percentage of the total savings those categories provided to LEAs. LEAs experienced the greatest amount of savings through professional development services.

The greatest amount of savings, for those who participated in the survey, averaged \$283,921 out of \$28.3 million total savings solely from professional development services. Professional development included over 608,000 hours of training for school board members, teachers, school administrators, mentors, and parents.

The second greatest amount of savings for surveyed LEAs was from Technical Assistance. ESCs made 104,631 contacts in which they spent over 200,000 hours providing technical assistance to LEAs. These services, on average, saved surveyed LEAs \$186,440 per year.

Table 3: Estimated Savings from LEA Case Studies

<i>Products/ Services Provided</i>	<i>Total Savings</i>	<i>Percent of Total Savings</i>
<p><i>Professional Development</i> <i>Examples of Services:</i></p> <ul style="list-style-type: none"> • Board member training • Teacher aide training • Parent training • Mentor teacher training • Gifted and talented teacher training 	\$27,996,364	40%
<p><i>ESC Products</i> <i>Examples of Products:</i></p> <ul style="list-style-type: none"> • Enterprise Resource Planning systems (TxEIS/iTCCS) • Student Information systems (TxEIS/iTCCS) • Interactive TV • Internet filtering • TEKS Resource System • Printing services 	\$14,372,635	20%
<p><i>Direct Services</i> <i>Examples of Services:</i></p> <ul style="list-style-type: none"> • Business office services • Hardware service and repair • Federal program director services • Counseling, library, and nursing services • Curriculum director services 	\$9,248,812	13%
<p><i>Technical Assistance</i> <i>Examples of Services:</i></p> <ul style="list-style-type: none"> • Low performing district support • Curriculum support • Classroom teacher support • Special education support • Network and infrastructure services 	\$18,661,613	27%

Funding

Rider 34 appropriated \$11.875 million in each fiscal year 2018 and 2019. All other state funds included grants/contracts or other designated funds. Table 4 shows the amount of funds received by ESCs for the 2018-2019 school year, as reflected in their most recently completed annual financial audits. These amounts included federal grants, state grants/contracts, legislative appropriations (Rider 34), and local revenue generated by products/services.

Table 4: Funding Breakdown for ESCs for the 2018-2019 School Year (Audited)³

ESC	Federal Grants	State Grants/Contracts	Rider 34 Legislative Appropriations	Local Revenue	Total
1	\$34,836,345	\$4,533,955	<u>\$257,608</u>	\$23,102,237	\$62,730,145
2	\$5,710,544	\$1,299,223	<u>\$496,123</u>	\$8,657,846	\$16,163,736
3	\$4,742,747	\$4,519,246	<u>\$658,675</u>	\$5,008,362	\$14,929,030
4	\$13,759,012	\$5,476,312	<u>\$261,689</u>	\$17,189,927	\$36,686,940
5	\$5,103,477	\$1,487,617	<u>\$350,382</u>	\$8,698,450	\$15,639,926
6	\$5,070,025	\$1,739,001	<u>\$487,909</u>	\$11,876,153	\$19,173,088
7	\$19,796,782	\$1,410,486	<u>\$663,771</u>	\$14,106,438	\$35,977,477
8	\$3,102,577	\$922,893	<u>\$551,324</u>	\$5,733,181	\$10,309,975
9	\$7,882,322	\$858,950	<u>\$844,815</u>	\$4,779,193	\$14,365,280
10	\$51,007,297	\$4,472,391	<u>\$365,481</u>	\$30,606,503	\$86,451,672
11	\$8,976,143	\$2,014,665	<u>\$368,056</u>	\$35,137,520	\$46,496,384
12	\$14,135,111	\$1,991,197	<u>\$618,813</u>	\$14,890,875	\$31,635,996
13	\$18,449,766	\$11,050,032	<u>\$358,586</u>	\$27,222,556	\$57,080,940
14	\$13,050,122	\$3,339,510	<u>\$733,056</u>	\$5,544,700	\$22,667,388
15	\$6,450,186	\$1,773,398	<u>\$1,295,253</u>	\$6,048,113	\$15,566,950
16	\$22,969,845	\$2,685,466	<u>\$1,043,825</u>	\$9,688,369	\$36,387,505
17	\$5,497,007	\$1,157,813	<u>\$865,550</u>	\$8,069,404	\$15,589,774
18	\$17,816,674	\$1,512,062	<u>\$1,063,700</u>	\$7,748,507	\$28,140,943
19	\$45,496,252	\$2,770,680	<u>\$243,294</u>	\$9,997,495	\$58,507,721
20	\$29,784,871	\$6,638,081	<u>\$347,090</u>	\$35,389,836	\$72,159,878
Totals for System	\$333,637,105	\$61,652,978	\$11,875,000	\$289,495,665	\$696,660,748
% of Total Budget	47.9%	8.8%	1.7%	41.6%	100.0%

Note: **Bold** indicates each ESC's highest source of revenue. *Italics and underline* are each ESC's lowest source of revenue. Additionally, State grants/contracts include flow through dollars.

² Annual ESC Data Collection, 2020.

Role of Education Service Centers

In accordance with statute, ESCs actively delivered training and consulting assistance to LEAs, educators, and other individuals involved in the education process. ESCs provided professional development in all areas of the education spectrum, secured and/or developed products/services at reduced prices for LEAs, provided technical assistance in all facets of the education process, and performed other activities that met the needs of LEAs.

ESCs also partnered with private entities to assist LEAs in purchasing products/services. Combined, the twenty ESCs partnered with over 8,200 businesses for contracts worth over \$965 million in products/services.⁴ ESCs utilized economies of scale to help LEAs acquire educational tools that would be too expensive to be purchased otherwise, saving money and improving efficiencies.

ESCs provided training and consulting assistance that were customized to meet individual LEA's needs. LEA data and customer feedback were continually used to ensure services were appropriate. This feedback included annual evaluation instruments, evaluations of every workshop conducted, and feedback from advisory groups.

ESCs used legislatively appropriated revenue distributed under Chapter 8 of the Texas Education Code for core services or for necessary operational expenses related to those services. While these funds were critical to the delivery of core services, it is important to note that LEAs provided local funds to supplement the cost of core services. The combination of legislative appropriations and local funds maximized and enhanced core services. ESCs provided services that allowed LEAs to operate more effectively, efficiently, and economically.

ESCs are non-regulatory agencies and have no taxing authority. Any fund balances obtained by an ESC are accrued from local dollars only. Since ESCs do not tax or create bond debt, they must purchase significant capital outlay and maintain/renovate facilities on a pay-as-you-go basis. ESCs designate all funds in accordance with the Financial Accountability System Resource Guide (FASRG).

ESCs play a critical role in implementing Texas' educational initiatives/priorities as established by the Governor, the Legislature, and the Commissioner of Education.

ESCs have also been an integral part of the statewide emergency response system. ESCs continually serve as decentralized agencies responsible for communicating with LEAs on behalf of TEA in statewide or regional emergencies by assisting TEA with the coordination of logistics or other types of relief within the state or to the affected region.

ESCs are an essential educational partner for LEAs in the state of Texas. As vital partners, ESCs provide timely training and much needed technical assistance that impacts student success and other educational and operational programs. ESCs can maximize state funding to provide optimal products/services to LEAs.

Cooperative Purchasing, Shared Service Arrangements (SSAs), and Business Partnerships

LEAs utilized ESCs to assist with economies of scale to maximize their purchasing power, created shared service agreements (SSAs), and promoted partnerships with local business communities. Local businesses and communities were critical partners of ESCs, as they worked together to provide support and products/services to LEAs that improved efficiencies and student performance. With over 245 cooperatives and SSAs operating across Texas, ESCs saved LEAs over \$195.9 million with an average of 61% of all LEAs participating.

ESC Technology Services

ESCs provided a variety of technology services to LEAs that impacted multiple areas of LEA functions. Some services were designed to improve the functionality of the LEAs and assisted them with complying with state and federal regulations. Other products/services had a direct impact on students by providing access to dual credit courses, required courses for graduation, and thousands of electronic field trips.

³ Biennial ESC Data Collection, 2020.

For 2018-2019, 53,678 students utilized ESC distance learning programs to complete dual credit courses or required high school curriculum courses. Additionally, 435,512 students (duplicates counted) went on 8,717 virtual field trips. These virtual field trips provided LEAs and students opportunities to access learning opportunities from their own classrooms, saving LEA resources while still increasing opportunities for students.

ESCs provided a variety of professional development opportunities to educators across the state. For 2018-2019, 1,201,030 (duplicates counted) educators participated in professional development trainings via distance learning. The same system also provided 5,407 education professionals access to certification coursework.

Each of these services, along with low cost computing technologies and additional internet services, provided significant cost savings to LEAs. Cost savings were realized through reductions in travel costs, additional personnel, and by receiving a more competitive rate when compared to other service providers. It was estimated that ESCs statewide saved LEAs over \$30.8 million during the past biennium through technology services. This number was derived by comparing services to other possible providers and by factoring in the travel cost of staff and students attending classes and professional development in person.

Core Services

Section 8.051 of the Texas Education Code (TEC) outlines specific core services ESCs are required to maintain for purchase by LEAs. These services are funded by appropriations allocated by the Legislature within the General Appropriations Act, Rider 34. These appropriations are divided and distributed by the Commissioner of Education, with the approval of the Legislative Budget Board (LBB) and Governor, to the 20 ESCs by formula in accordance with the Rider. The distribution formula takes into account an ESC's geographic location and number of small rural schools served. While these funds assist ESCs in providing these services, most ESCs rely on additional revenue from LEAs to fully fund these services at a level that complies with the statute and provides the greatest benefit to LEAs.

The core services include:

- (1) Training and assistance in:
 - a. Teaching each subject area assessed under Section 39.023; and
 - b. Providing instruction in personal financial literacy as required under Section 28.0021.
- (2) Training and assistance in providing each program that qualifies for a funding allotment under Section 42.151, 42.152, 42.153, or 42.156.
- (3) Assistance specifically designed for a school district or campus assigned an unacceptable performance rating under Section 39.054.
- (4) Training and assistance to teachers, administrators, members of district boards of trustees, and members of site-based decision-making committees.
- (5) Assistance specifically designed for a school district that is considered out of compliance with state or federal special education requirements, based on the agency's most recent compliance review of the district's special education programs; and
- (6) Assistance in complying with state laws and rules.

According to the estimated cost savings, the \$11.875 million investment produced over \$129 million in savings for LEAs in 2018–2019.

State Initiatives

Section 8.052 of the TEC states that as directed by the commissioner, each ESC shall, as necessary, use funds distributed under Section 8.123 to implement initiatives identified by the legislature. Section 8.123 provides funding for State Initiatives. The legislature may appropriate money from the Foundation School Fund or other sources to implement initiatives.

For the 2018-2019 school year, ESCs offered over \$40 million in programs designed to help LEAs implement state initiatives. These funds were used to create a cost savings of over \$41 million and reach 93,348 teachers and students across the state.

Case Studies of LEAs

School Districts Compared to Charter Schools

The case studies consisted of 95 school districts and 5 charter schools. Charter schools averaged a greater savings per WADA when compared to school districts, as well as a greater average total savings. Also, charter schools used different levels of ESC products/services than school districts.

Table 5: Savings for School Districts versus Charter Schools

	<i>School Districts</i>	<i>Charters</i>
<i>Average Savings</i>	\$677,821	\$1,194,785
<i>Average Savings Per WADA</i>	\$518.09	\$1,010.78

School Size and its Effect on Cost Savings

For the purposes of this report, LEAs were broken into four size categories based upon number of students: Urban/suburban, Large, Mid-sized, and Small. There were differences in the savings and types of services that were utilized by larger LEAs compared to smaller LEAs. Urban/suburban LEAs averaged greater total savings when compared to smaller, more rural LEAs; however, small LEAs experienced a higher savings per WADA when compared to larger LEAs. (Tables 6-9 display the various cost savings experienced by different sized LEAs.)

Urban/suburban LEAs, those with more than 25,000 students, used fewer products/services, when compared to smaller LEAs. This was primarily due to their size and proximity to a greater number of alternative providers. **Urban/suburban LEAs had a combined savings of over \$17 million and on average saved \$1,908,061 per year and \$22.95 per WADA.** The urban/suburban LEAs that participated in the case study primarily utilized professional development and technical assistance services provided by ESCs that resulted in significant cost savings.

Large LEAs, those with more than 5,000 but less than 25,000 students, had combined savings of over \$13.3 million. Large LEAs, on average, saved \$52,878 per year and \$66.18 per WADA. LEAs of this size benefited the most from utilizing professional development and direct services of the ESCs.

Mid-sized LEAs, those with more than 1,600 but less than 5,000 students, had combined savings of over \$12.1 million. Mid-sized LEAs, on average, saved \$505,992 per year and \$138.72 per WADA. LEAs that were classified as mid-sized tended to utilize a broader range of ESC products/services. These LEAs tended to also be more rural than larger LEAs, making it less likely that they would be able to locate alternative providers for many of the products/services they used.

Small LEAs, those with less than 1,600 students, made up the majority of the case study participants (i.e., 53% of participants). **Combined, the small LEAs had total savings of over \$27.9 million. Small LEAs, on average, saved \$527,341 per year and \$941.56 per WADA.** Small LEAs experienced the highest average savings per WADA. Each of the LEAs in this subgroup was a rural LEA. Many stated that without ESCs, they would not be able to locate an entity in their area that would be able to provide the same type and quality of products/services that they were currently experiencing by contracting with ESCs.

Table 6: Urban/Suburban LEAs: $\geq 25,000$ WADA

Number of LEAs	9
Total Savings	\$17,172,551
Average Savings	\$1,908,061
Average Savings/WADA	\$31.45

Table 7: Large LEAs: $5,000 < > 25,000$

Number of LEAs	14
Total Savings	\$13,340,297
Average Savings	\$952,878
Average Savings/WADA	\$66.18

Table 8: Mid-sized LEAs: $1,600 \leq \geq 5,000$

Number of LEAs	24
Total Savings	\$12,143,809
Average Savings	\$505,992
Average Savings/WADA	\$138.72

Table 9: Small LEAs: $< 1,600$

Number of LEAs	53
Total Savings	\$27,949,089
Average Savings	\$527,341
Average Savings/WADA	\$941.56

Cost Savings Comparison to Other Providers

Rider 34 of the General Appropriations Act of the 85th Legislative Session included specific instructions for the Commissioner of Education to distribute \$11.875 million in fiscal year 2018 and \$11.875 million in fiscal year 2019 to ESCs. Utilizing these funds, state and federal grants, and locally generated revenue, it was estimated that ESCs saved surveyed LEAs an average of over \$706,000 a year through professional development, ESC products, direct services, and technical assistance provided by ESCs.

Table 10 displays the total cost LEAs incurred with ESCs compared to receiving these services without ESCs. For each of the four categories, it was reported that the cost associated with either acquiring these products/services from other sources or from providing them internally would cost significantly more.

Table 10: Cost Savings Compared to Other Providers

	Cost of Services With ESCs	Cost of Services Without ESCs
Professional Development	\$5,585,228	\$33,977,283
ESC Products	\$6,591,475	\$20,975,491
Direct Services	\$5,504,131	\$14,689,782
Technical Assistance	\$1,737,559	\$20,381,584
Total	\$19,418,393	\$90,024,140

Salaries and Full Time Equivalent (FTEs) of Each ESC

Rider 34 directed each ESC to provide the number of FTE positions, total salaries, and the method of financing those salaries. ESCs provided a wide array of products/services and ESC staff were expected to assist in multiple areas to serve LEAs, making it difficult to accurately assign an exact number of FTEs to individual services; however, many programs were funded through local, state, or federal dollars that were required to be spent on specific products/services.

FTEs and Salaries

The majority of ESC employees were funded by federal and local sources of revenue. Table 11 shows the total number of FTEs and the total salaries for each ESC by their funding source. The majority of employees were funded through federal dollars, while local funding sources made up the majority of salary dollars. 8.16% of all ESC employees and 9.05% of all salaries were paid using state funds. State funds included appropriations from the General Appropriations Act Rider 34 and State Grants. Specifically, Rider 34 appropriations funded the smallest percentage of employees' salaries at 3.05%.

2018 - 2019	FEDERAL GRANTS		STATE GRANTS		RIDER 34 LEGISLATIVE APPROPRIATIONS		LOCAL REVENUE		TOTAL	
	ESC	FTE	Total Salaries	FTE	Total Salaries	FTE	Total Salaries	FTE	Total Salaries	FTE
1	106.5049	\$7,058,938	76.8300	\$4,917,855	1.5506	\$222,726	117.1145	\$8,023,472	302.0000	\$20,222,991
2	61.8800	\$2,314,228	23.4200	\$538,993	5.8700	\$325,220	67.8300	\$3,660,835	159.0000	\$6,839,276
3	80.5300	\$4,942,343	3.8800	\$209,793	6.6400	\$435,848	40.5500	\$2,488,663	131.6000	\$8,076,647
4	67.5500	\$5,550,763	10.0200	\$832,618	3.0000	\$238,645	209.4300	\$16,126,913	290.0000	\$22,748,939
5	60.9000	\$2,313,807	9.3500	\$573,783	2.6500	\$250,347	62.4500	\$3,266,889	135.3500	\$6,404,826
6	55.0000	\$2,545,242	8.0000	\$605,471	6.5000	\$335,288	70.5000	\$4,570,479	140.0000	\$8,056,480
7	146.6000	\$7,918,832	2.8500	\$151,087	5.6000	\$511,826	103.4500	\$7,579,503	258.5000	\$16,161,248
8	21.7500	\$1,454,815	6.0000	\$269,726	3.7500	\$265,039	63.0000	\$3,941,224	94.5000	\$5,930,804
9	48.8100	\$2,224,267	6.0500	\$261,658	9.0600	\$629,863	38.6700	\$2,423,188	102.5900	\$5,538,976
10	196.8900	\$11,635,824	16.9000	\$1,339,408	2.9000	\$253,645	189.8200	\$14,314,424	406.5100	\$27,543,301
11	76.5000	\$4,947,115	4.4000	\$284,957	2.3000	\$273,307	123.8000	\$8,391,720	207.0000	\$13,897,099
12	82.4400	\$5,116,302	3.2100	\$231,039	4.5300	\$353,228	123.1400	\$7,731,805	213.3200	\$13,432,374
13	65.8200	\$4,196,863	31.7300	\$1,704,545	3.6000	\$218,132	118.3500	\$8,634,762	219.5000	\$14,754,302
14	68.3200	\$4,136,877	18.9300	\$1,005,226	4.2100	\$184,729	63.7400	\$3,711,259	155.2000	\$9,038,091
15	78.4974	\$3,319,907	8.7080	\$514,054	14.4812	\$997,299	55.3134	\$2,238,581	157.0000	\$7,069,841
16	181.0900	\$7,022,153	29.9000	\$1,604,150	14.1200	\$940,080	114.8900	\$6,011,807	340.0000	\$15,578,190
17	40.4000	\$2,460,319	7.0669	\$375,097	7.6017	\$591,689	49.8226	\$3,585,852	104.8912	\$7,012,957
18	46.8500	\$4,475,228	4.6700	\$457,494	9.3000	\$962,799	75.1800	\$5,928,856	136.0000	\$11,824,378
19	944.9800	\$26,998,419	10.0400	\$156,866	2.2500	\$156,889	62.7900	\$4,380,585	1,020.0600	\$31,692,759
20	130.3000	\$7,714,426	8.1000	\$477,374	3.2100	\$249,448	228.4900	\$14,973,873	370.1000	\$23,415,121
Total	2,561.6123	\$118,346,668	290.0549	\$16,511,195	113.1235	\$8,396,047	1,978.3305	\$131,984,690	4,943.1212	\$275,238,600
%	51.82%	43.00%	5.87%	6.00%	2.29%	3.05%	40.02%	47.95%	100.00%	100.00%

Statewide System of ESC's Response to COVID-19

The Rider 34 Report primarily focuses on cost savings and financial information from the 2018-2019 school year; however, the system of ESCs thought it would be appropriate to include efforts to assist LEAs during this unprecedented time due to COVID-19.

The statewide system of ESCs has played a critical role in assisting LEAs during the COVID-19 pandemic. ESCs have served as conduits of communication between the TEA and LEAs to ensure student and staff safety, assist TEA in gathering LEA-level data, and provide feedback to the TEA regarding needs from the field.

One example of how ESC assisted across the state was the distribution of Personal Protective Equipment (PPE). As the TEA worked with the Texas Department of Emergency Management (TDEM) to identify safety supplies such as facemasks and shields, hand sanitizer, thermometers, etc., needed to ensure schools could begin operations safely, the distribution of these high-demand items to all LEAs in the state would be a challenge. To overcome this challenge, ESCs volunteered warehouse space and staff time to plan the shipments with TDEM and to assist with the logistics of the project. Across the state, as trucks rolled into all 20 regions, ESCs coordinated storage of supplies, provided forklifts and personnel to unload and sort the PPE by district/school, and organized pick-up/delivery of supplies. The TEA, TDEM, and ESCs worked together to ensure initial supplies of PPE were available prior to the start of the 2020-2021 school year.

Another example of ESC assistance during the COVID-19 pandemic was the support of the TEA's instructional continuity initiatives such as Texas Home Learning (THL), asynchronous and synchronous instruction, and Operation Connectivity, just to name a few. ESCs across the state provided training and technical assistance related to remote learning in Texas classrooms. During the spring, ESC specialists worked with LEAs to pivot from traditional face-to-face instruction to remote instruction during the mandated closure period. As LEAs began preparing to reopen for the 2020-2021 school year, ESCs provided vital support related to determining methods of instructional delivery and tools to assist teachers with meeting the varied needs of students, both in-person and virtually. As LEAs began creating asynchronous learning plans, ESCs provided communication regarding the requirements and technical assistance to schools preparing to submit plans. Additionally, the TEA worked with ESCs to begin the rollout of the THL 3.0 system. ESCs will assist the TEA in training and supporting LEAs who elect to use the THL system as a method of instructional delivery to students both synchronously and asynchronously. Finally, ESCs were heavily involved in the Operation Connectivity project. This TEA initiative was designed to assist LEAs with the procurement of technology devices during a time of scarcity. Region 4 was identified by TEA to lead this project and to organize the ordering, procurement, and delivery of devices across the state. All ESCs assisted LEAs with the logistics of the process and were key communicators between LEAs and TEA regarding this initiative.

ESCs have also been heavily involved in assisting LEAs with questions related to public health guidance, COVID-19 related waivers, and CARES Act assistance. ESC contacts receive numerous day-to-day questions from LEAs regarding a broad array of public health topics, and ESC staff have been key providers of information and technical assistance in this area. ESCs have assisted LEAs in managing federal grant opportunities related to COVID-19 through FEMA and TDEM, as well as the filing of COVID-19 related waivers necessary to maintain operations during the crisis.

Throughout the pandemic, ESCs have played a critical role in providing timely and accurate information to LEAs from TEA, the Department of State Health Services (DSHS), and other sources. ESCs have also been instrumental in relaying important up-to-date information and data from LEAs to TEA in order to assist policy makers with critical and timely decisions. ESCs continue to serve schools efficiently and effectively through the pandemic while remaining responsive to the TEA in order to ensure safe learning environments for all students.

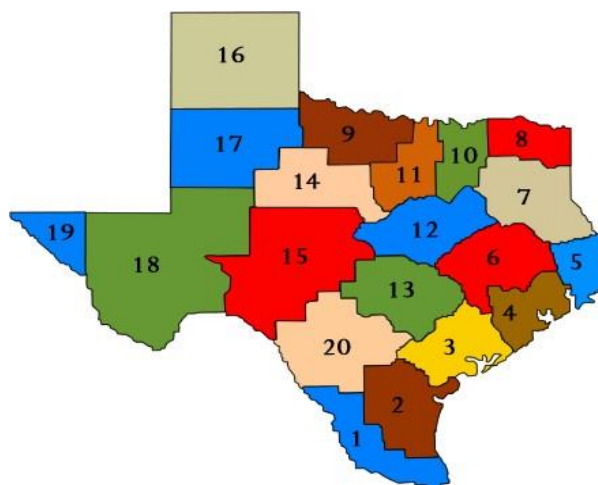
Client Satisfaction

Since 2005, ESCs have contracted with the Institute for Organizational Excellence at The University of Texas at Austin to conduct a survey that is sent to representatives of all LEAs in Texas. For the past ten years, the survey has been sent during the fall. The overall results continued to be very positive and illustrated a high level of satisfaction from LEAs.

All quantitative items on the combined overall reports received scores between a 4.62 and 4.77 on a 5-point Likert scale ranging from a 1 –“Very Dissatisfied” to a 5 –“Very Satisfied.” These scores were very similar to the scores from the prior year. The highest scoring overall items were “Services and support for PEIMS,” “Services to assist LEAs in complying with federal and state regulations and guidelines (i.e. NCLB, AYP, PBM, Child Nutrition),” and “School Board Training Services.” The respective scores were 4.77, 4.76, and 4.75. The lowest scoring items were “Advanced Academics

Education,” “Migrant Education,” and “Social Studies.” Overall, these items scored 4.62, 4.65, and 4.65, respectively. For most items, 90% of all respondents expressed that they were “Very Satisfied” or “Satisfied” with the various services assessed.

Education Service Centers of Texas



Education Service Center	Executive Director	Address	Phone Number
Region One – Edinburg	Dr. Cornelio Gonzales	1900 West Schunior, Edinburg, TX 78751	(956) 984-6000
Region Two – Corpus Christi	Dr. Esperanza Zendejas	209 North Water, Corpus Christi, TX 78401	(361) 561-8400
Region Three – Victoria	Mrs. Charlotte Baker	1905 Learly Lane, Victoria, TX 77901	(361) 573-0731
Region Four – Houston	Dr. Pam Wells	7145 West Tidwell, Houston, TX 77092	(713) 462-7708
Region Five – Beaumont	Dr. Danny Lovett	2295 Delaware, Beaumont, TX 77703	(409) 838-5555
Region Six – Huntsville	Mr. Michael Holland	3332 Montgomery, Huntsville, TX 77340	(936) 435-8400
Region Seven – Kilgore	Mr. Todd Schneider	1909 North Longview, Kilgore, TX 75662	(903) 988-6700
Region Eight – Mt. Pleasant/Pittsburg	Dr. David Fitts	4845 US Hwy 271 N, Pittsburg, TX, 75686	(903) 572-8551
Region Nine – Wichita Falls	Mr. Wes Pierce	301 Loop 11, Wichita Falls, TX 76306	(940) 322-6928
Region Ten – Richardson	Dr. Gordon Taylor	400 East Spring Valley, Richardson, TX 75081	(972) 348-1700
Region Eleven – Fort Worth	Dr. Clyde W. Steelman, Jr.	1451 S Cherry Lane, White Settlement, TX 76108	(817) 740-3600
Region Twelve – Waco	Dr. Jerry Maze	2101 West Loop 340, Waco, TX 76702	(254) 297-1212
Region Thirteen – Austin	Dr. Rich Elsasser	5701 Springdale, Austin, TX 78723	(512) 919-5313
Region Fourteen – Abilene	Mr. Shane Fields	1850 Highway 351, Abilene, TX 79601	(325) 675-8600
Region Fifteen – San Angelo	Dr. Casey Callahan	612 South Irene, San Angelo, TX 76903	(325) 658-6571
Region Sixteen – Amarillo	Mr. Ray Cogburn	5800 Bell, Amarillo, TX 79109	(806) 677-5000
Region Seventeen – Lubbock	Dr. Kyle Wargo	1111 West Loop 289, Lubbock, TX 79416	(806) 792-4000
Region Eighteen – Midland	Dr. DeWitt Smith	2811 LaForce, Midland, TX 79711	(432) 563-2380
Region Nineteen – El Paso	Dr. Armando Aguirre	6611 Boeing, El Paso, TX 79925	(915) 780-5052
Region Twenty – San Antonio	Dr. Jeff Goldhorn	1314 Hines Avenue, San Antonio, TX 78208	(210) 370-5200

Appendix A: Cost Savings Experienced by Local Education Agencies

<u>District</u>	<u>Charter or ISD</u>	<u>Region</u>	<u>WADA</u>	<u>Total Cost Savings</u>	<u>Total Cost Savings Per WADA</u>
Aldine	ISD	4	86,198.548	\$1,233,484.11	\$14.31
Amarillo Highland Park	ISD	16	1,306.806	\$159,445.00	\$122.01
Aransas County	ISD	2	3,192.177	\$263,431.00	\$82.52
Arlington	ISD	11	74,672.105	\$6,594,341.00	\$88.31
Avinger	ISD	8	250.128	\$120,152.29	\$480.36
Bandera	ISD	20	2,837.875	\$1,064,526.58	\$375.11
Bellevue	ISD	9	240.338	\$742,645.00	\$3,090.00
Big Sandy	ISD	6	1,102.360	\$338,557.88	\$307.12
Brazosport	ISD	4	15,383.184	\$296,414.75	\$19.27
Breckenridge	ISD	14	1985.452	\$2,577,827.46	\$1,298.36
Bryan	ISD	6	20,357.876	\$272,461.00	\$13.38
Burkburnett	ISD	9	4,022.692	\$1,042,316.00	\$259.11
Bynum	ISD	12	382.004	\$127,462.04	\$333.67
Caldwell	ISD	6	2,348.245	\$85,688.41	\$36.49
Canutillo	ISD	19	8,126.465	\$519,673.00	\$63.95
Carthage	ISD	7	3,491.643	\$900,915.00	\$258.02
Celina	ISD	10	3,318.698	\$289,675.00	\$87.29
Columbus	ISD	3	2,148.527	\$90,086.92	\$41.93
Cooper	ISD	8	1,262.383	\$123,472.12	\$97.81
Corpus Christi	ISD	2	46,683.057	\$120,896.72	\$2.59
Corsicana	ISD	12	7,508.745	\$649,757.98	\$86.53
Crockett	ISD	6	1,293.749	\$363,219.36	\$280.75
Cross Plains	ISD	14	631.985	\$2,098,706.24	\$3,320.82
Crowley	ISD	11	19,286.713	\$1,902,506.89	\$98.64
Dilley	ISD	20	1,684.635	\$315,836.87	\$187.48
Donna	ISD	1	19,811.288	\$983,457.00	\$49.64
Eden	CISD	15	446.776	\$154,920.34	\$346.75
El Campo	ISD	3	4,729.867	\$144,759.19	\$30.61
Eula	ISD	14	715.735	\$1,982,044.05	\$2,769.24
Evadale	ISD	5	734.702	\$131,287.96	\$178.70
Fabens	ISD	19	3,236.887	\$472,420.50	\$145.95
Follett	ISD	16	241.842	\$170,439.62	\$704.76

Fort Stockton	ISD	18	3,174.950	\$385,847.28	\$121.53
Garland	ISD	10	71,181.363	\$744,231.00	\$10.46
Grand Saline	ISD	7	1,600.613	\$505,678.00	\$315.93
Granger	ISD	13	732.079	\$150,222.00	\$205.20
Grape Creek	ISD	15	1,742.255	\$344,834.50	\$197.92
Greenwood	ISD	18	3,387.306	\$1,074,193.83	\$317.12
Hartley	ISD	16	361.642	\$390,266.01	\$1,079.15
International Leadership of TX	Charter	10	26,782.992	\$2,082,413.00	\$77.75
Jacksboro	ISD	9	1,702.950	\$775,976.00	\$455.67
Jarrell	ISD	13	2,533.548	\$40,540.50	\$16.00
Johnson City	ISD	13	1,098.421	\$18,200.70	\$16.57
Killeen	ISD	12	53,938.846	\$970,209.46	\$17.99
Klondike	ISD	17	457.095	\$610,170.00	\$1,334.89
Liberty	ISD	5	2,821.745	\$34,628.00	\$12.27
Little Cypress-Mauriceville	ISD	5	4,178.907	\$750,172.50	\$179.51
Little Elm	ISD	11	9,214.526	\$1,524,177.38	\$165.41
Littlefield	ISD	17	1,940.415	\$667,104.00	\$343.79
Llano	ISD	13	2,386.749	\$33,863.65	\$14.19
Loop	ISD	17	261.666	\$722,423.00	\$2,760.86
Lumberton	ISD	5	4,653.194	\$220,299.00	\$47.34
Marfa	ISD	18	604.144	\$314,597.28	\$520.73
McAllen	ISD	1	30,141.621	\$123,687.08	\$4.10
Meyersville	ISD	3	201.701	\$74,650.39	\$370.10
Midland	ISD	18	30,306.787	\$2,137,553.26	\$70.53
Miles	ISD	15	666.501	\$252,484.75	\$378.82
Mineola	ISD	7	2,125.994	\$587,310.00	\$276.25
Mission Consolidated	ISD	1	20,104.372	\$631,655.27	\$31.42
Morton	ISD	17	677.780	\$671,883.25	\$991.30
Mt. Enterprise	ISD	7	654.212	\$121,997.00	\$186.48
Navasota	ISD	6	4,053.274	\$16,219.56	\$4.00
Newton	ISD	5	1,716.156	\$93,028.00	\$54.21
Northside	ISD	20	128,955.997	\$1,508,911.67	\$11.70
Odyssey Academy	Charter	4	1,647.145	\$98,069.43	\$59.54
Palmer	ISD	10	1,786.405	\$160,340.00	\$89.76
Palo Pinto	ISD	11	155.451	\$1,630,249.76	\$10,487.23
Pampa	ISD	16	4,563.867	\$563,319.00	\$123.43

Paso del Norte (Triumph)	Charter	19	333.203	\$12,559.50	\$37.69
Petrolia	CISD	9	714.275	\$925,834.00	\$1,296.19
Pewitt	CISD	8	1,338.466	\$241,751.90	\$180.62
Pflugerville	ISD	13	31,447.095	\$187,900.00	\$5.98
Pittsburg	ISD	8	3,158.355	\$184,116.92	\$58.30
Pleasant Grove	ISD	8	2,709.640	\$142,937.66	\$52.75
Point Isabel	ISD	1	3,330.000	\$6,766.98	\$2.03
Port Aransas	ISD	2	832.605	\$134,951.54	\$162.08
Reagan County	ISD	18	1,401.099	\$377,417.89	\$269.37
Red Oak	ISD	10	7,354.049	\$909,028.00	\$123.61
Refugio	ISD	3	1,225.550	\$158,268.02	\$129.14
Ricardo	ISD	2	1,027.324	\$66,084.66	\$64.33
Rio Grande City	CISD	1	14,331.411	\$93,994.00	\$6.56
Rosebud-Lott	ISD	12	1,166.950	\$87,543.05	\$75.02
Rotan	ISD	14	473.006	\$1,961,129.83	\$4,146.10
Sands	ISD	17	420.621	\$698,004.00	\$1,659.46
Santa Fe ISD	ISD	4	5,861.023	\$343,144.62	\$58.55
Schleicher	ISD	15	898.565	\$47,053.83	\$52.37
Sinton	ISD	2	2,999.378	\$643,812.98	\$214.65
Socorro	ISD	19	60,052.347	\$3,675,024.00	\$61.20
Sonora	ISD	15	1,337.984	\$94,777.75	\$70.84
Southwest	ISD	20	17,768.902	\$2,931,936.87	\$165.00
Southwest Preparatory	Charter	20	1,409.977	\$238,830.32	\$169.39
Tomball	ISD	4	19,682.042	\$419,134.95	\$21.30
Tornillo	ISD	19	1,649.358	\$303,118.50	\$183.78
Trivium Academy Charter	Charter	11	774.944	\$3,780,881.00	\$4,878.91
Waskom	ISD	7	1,360.240	\$428,980.00	\$315.37
Weimar	ISD	3	1,030.047	\$98,022.50	\$95.16
Wellington	ISD	16	1,033.364	\$456,787.00	\$442.04
Whitney	ISD	12	1,952.425	\$64,395.87	\$32.98
Woodson	ISD	9	301.862	\$674,421.00	\$2,234.20
Wylie	ISD	14	5,128.834	\$2,852,905.34	\$556.25

Appendix B: List of Products/Services Provided by ESCs

The following is a list of products and services provided by various ESCs:

- 504
- 5E Instructional Model
- Abstinence Education
- Academic Achievement Record (AAR)
- Accelerated Curriculum
- Accessible Instructional Materials
- Accommodations in Instruction and Assessment
- Accountability
- Accountability Data Analysis and Data-Driven Planning
- Accountability Monitoring
- Accountability Turnaround Team
- Adapted PE
- Adequate Yearly Progress (AYP)
- Advanced Academics
- Advancing Educational Leadership
- Alternative Education Program
- Adapted Literature/Digital Books Library
- Adopted Materials (Textbooks)
- Adult Basic Education (GED and ESL)
- Admission, Review, and Dismissal (ARD)
- Administrative Services
- Advancing Educational Leadership (AEL)
- Affordable Care Act (ACA) Training and Support
- Agency Partners
- Alternative Certification Programs
- AppleCare Warranty Support
- Application and Compliance Preparation
- Apply Texas Counselor Suite Technical Support
- Assessment Creation and Support
- Assessment/Progress Monitoring
- Assistive Technology/Lending Libraries
- Attendance Accountant Compliance Assessment
- At Risk /Dropout Prevention
- Attention Deficit Hyperactivity Disorder (ADHD) Support/Attention Deficit Disorder Support (ADD)
- Authentic Learning and Assessment
- Background Checks
- Badge Printing Service
- Behavior
 - Behavior Intervention Plans (BIPs)
 - Classroom
 - Discipline Management
 - Incident Tracking and Reporting
 - Positive Behavior Interventions and Supports
 - Restorative Discipline
- Bilingual Education Monitoring
- Bilingual/ English As a Second Language (ESL)
- Bill Ratliff Executive Leadership Academy
- Bullying Prevention
- Bus Audits
- Bus Driver Training
- Business Managers Roundtable, Training and Support
- Business Services
 - Information Management Systems
 - Payroll and Financial Accounting Services
 - TxEIS and iTCSS Support
- Calendar and Required Minutes Training and Support
- Canvas-A Learning Management System
- Career and Technical Education Work Study Program
- Career Clusters
- Career Day
- Career/Technical Education
- Certified Orientation and Mobility Specialist Services
- CHAMPS
- Charter Schools
- Child Find Services
- Campus/District Improvement Team Training
- Citizen Bee
- Coaching (Instructional, Leadership)
- College and Career Readiness
- College Preparation for English Language Arts and Mathematics
- Communities in Schools (CIS)
- Community Resource Coordination Groups
- Compliance Services
- Comprehensive Campus Training, & Support
- Comprehensive Needs Assessment Support
- Content Filtering Services
- Cooperative Purchasing Networks
- Co-Teaching
- Counselor Support and Certification
- CPR/First Aid Training
- Credit by Exam (CBE)
- Crisis Prevention Intervention (CPI)
- Crisis Management
- Curriculum Leadership for Principals
- Curriculum Services
- Cyber Mentoring – Career Exploration
- Cycle Menus for Schools
- Data Backup Solution
- Data Digs
- Data Analysis Training, & Support
- Data Processing/Information Management
- Data Validation Monitoring
- Deaf Education Certification Program
- Deep South Texas Financial Literacy Alliance
- Desktop Computer Support
- Diagnostician Support
- Differentiated Instruction (DI)
- Digital Media Production
- Disabilities Services
 - Attention Deficit Hyperactivity Disorders (ADD/ADHD)
 - Auditory Impairments
 - Autism Spectrum Disorders
 - Deaf-blindness
 - Dyslexia
 - Emotional Disturbances/Behavior Disorders
 - Intellectual Disabilities

- Learning Disabilities
- Other Health Impairments
- Orthopedic/Physical Impairments
- Speech/Language Disorders
- Traumatic Brain Injuries
- Visual Impairments

Disciplinary Alternative Education Program (DAEP)
Discovery Education/Streaming
Disproportionate Representation
Data Management for Assessment Curriculum (DMAC)
DNS Services
Dropout Training and Supports
Dual Credit Classes – Scheduling and Bridging Via Video Conference
Dual Language Support
Early Childhood Data System (ECDS)
Early Childhood Education
Early Childhood Intervention
Early Childhood Transition
Early Head Start
Early Reading Instruments
East Texas Educational Diagnosticians’ Association (ETEDA)
Educator Placement Service
Educational Opportunity Center (EOC) Grant
Eduhero
Eduphoria
Effective School Framework Training & Diagnostic
Email Scanning Services
English Language Arts Support
English Language Learners (ELL) Leadership Academy
ELL Instructional Academy
Email Hosting
Employment Application Software and Support
End of Course Success Support
English Language Proficiency Standards (ELPS) Academies
Equity Plan Support
E-Rate Training
ESSER Grant Support
Evaluation for Special Education
Every Student Succeeds Act (ESSA)
Explicit Direct Instruction
Exploration of Stackable Credential and Programs of Study
Facilitated Individualized Education Plan (IEP)
Federal Report Card
Federal Program Compliance Support
Federal Fiscal Compliance Support
Financial Literacy Summit for Students
Fine Arts
Firewall Services
Financial Accountability System Resource Guide (FASRG) Training and Support
Financial Integrity Rating System (FIRST)
Financial Review and Support
Food Services

- Child and Adult Care Food Program (CACFP)

- Child Nutrition Services
- Commodity Processing
- Fresh Fruit and Vegetable Program
- Summer Food Programs

Foster Care Support
Functional Behavior Assessment (FBA)
GED Test Review Sessions
Gaining Early Awareness & Readiness for Undergraduate Program (GEARUP) Grant
Gifted and Talented (G/T)
Grade Point Average/Transcript Audits
Grade Placement Committee (GPC)
Grade Advancement (SSI)
Graduation Requirements
Grants Management
Guidance/Counseling
HB 5 Training and Support
Head Start
Help Desk Ticketing Services
High Quality Prekindergarten Grant Program Training and Support
High Reliability Schools
High School College and Career Playbook
High School Redesign and Restructuring
Higher Education Support
Highly Qualified Paraprofessional Recruitment
Homebound Services
Homeless
Homeschool Support
Human Resources Assistance
Human Capital Management Systems
I3 Services
IT Services
IT Network Services
Immigrant Support
Information Management Software – Business
Information Management Software – Student
Individualized Education Programs (IEP)
Innovation Districts Support
Instructional Materials Allotment (IMA)
Instructional Rounds Training and Support
Instructional Technology and Coordination
Internet Access

- Broadband
- Equipment Support/Ordering/Troubleshooting
- Filtering
- Network Server Support
- Safety
- Server Hosting

ITV - Equipment Support/Troubleshooting
ITV - Scheduling/Instruction
Job Fairs
Juvenile Justice Alternative Education Services (JJAEP)
Kindergarten Readiness System (KRS)
Language Proficiency Assessment Committees (LPAC) Decision-Making
Languages Other Than English
Leadership Development

Least Restrictive Environment (LRE)
 Legal Framework for the Child-Centered Special Education Process
 Lesson Study
 Library/Librarian Support
 Licensed Specialist in School Psychology (LSSP) Support
 Literacy Academies
 Local Area Network Support and Maintenance
 Lynda.com – Online Training Manual
 Maintenance Efficiency Study
 Male Mentorship Program for K-12 Students
 Management Services
 Manifestation Determination Review (MDR)
 Mapping a Pathway to Student Success (MAPPS)
 Math Academies
 Math Coaching Academy
 Meeting Rooms
 Mentoring for Teachers and Administrators
 Middle School Students in Texas: Algebra Ready
 Migrant Education Information
 Military Child Education Coalition
 Mobile Application Services
 Mock Trial
 Multi-Cultural and Diverse Learners
 Multi-Regional Library System (MrLibs)
 National School Lunch Program
 National Center for Construction Education and Research (NCCER) Certification Training
 New Teacher Orientation and Training
 NovaNet Consortium
 Nutrition
 Occupational Therapy
 Occupational Therapy Technical Assistance and CEUs
 Online Expert – Online Training and Coaching
 Online Professional Development
 Online Storage Services
 On TRACK
 Open Records Requests
 Operations Support
 Opportunity Culture
 Orientation and Mobility (O&M) Support
 Outreach Grant
 Overall F District & Camps Training & Support
 P-16 Initiative
 Paternity Awareness (PAPA)
 Paraprofessional Training
 Parent Complaints (Calls and Resolution)
 Parent and Family Engagement
 Parent and Family Engagement Council Statewide Training Grant
 Parent Involvement
 Parent Training
 Performance-Based Monitoring Support (PBMS)
 Personal Financial Literacy Training
 Personnel Services – including on demand personnel
 Physical Fitness Assessment Initiative
 Physical Therapy
 Physical Therapy Technical Assistance and CEUs
 Positive Behavioral Interventions & Supports (PBIS)
 Poverty Training
 Post-Secondary Counselor’s Academy
 Preschool Program for Children with Disabilities (PPCD)
 Principal Certification Program
 Principal Mentoring
 Principal Tools for STAAR
 Printing Services
 Priority and Focus Schools Support
 Private Schools
 Program Director Support (Core Curriculum, Bilingual/ESL, CTE, Special Education, Title I, TEKS Resource System)
 Program Validation Support
 Program Reviews
 Progress in the General Curriculum (PGC)
 Promotion/Retention Law (Student Assessment)
 Public Education Grant (PEG)
 Public Education Information Management System (PEIMS)
 Purchasing Cooperatives
 Reading Academies
 Reading Academy Special Education Supplemental Modules
 Recommendations for Serving on Educator Committees
 Regional Day School Programs for the Deaf (RDSPD)
 Regional Education Television Network (RETN)
 Regional Emergency and Mass Communications Related Services
 Residential Facilities
 Resources for Teaching (Creative Corner, Copy Center, Print Shop)
 Response to Intervention (RTI)
 Results Driven Accountability
 Retirement Asset Management System (RAMS)
 REVEAL Data Warehouse Dropout Early Prevention
 Rural Schools Support
 Satellite Downlinks
 Scholarship Resources
 School Board Member Training
 School Bus Driver Drug and Alcohol Testing
 School Bus Driver Training – 20 hour Certification and 8 hour Recertification Training
 School Bus Safety
 School Bus Simulation Training
 School Finance Support for School Districts
 School Health Education
 School Improvement Training & Support

- Overall F Districts & Campuses
- Comprehensive Campuses
- Overall D Districts & Campuses
- Domain D Districts & Campuses
- Targeted Support & Improvement Campuses
- Additional Targeted Support & Improvement Campuses

 School Meal Initiative and Menus
 School Reach
 School Safety and Audits
 Science
 Scripting and Automation of Data Exchanges between Software Packages
 Server Administration

Shared Services Arrangements (SSAs)

- Career and Technical Education (CTE) Carl Perkins
- Title I C Migrant
- Title II
- Title III Bilingual/ESL

Sheltered Instruction
 Skyward Software Training, Support and Accounting Services
 Social Studies
 Software Development
 Software-as-a-Service (SaaS)
 Social Emotional Learning- Growth Mindset
 Spanish Language Arts
 Spam Filtering Services
 Special Education Compliance
 Special Education Funding
 Special Education Monitoring
 Speech and Language Pathology
 Speech Language Pathologist Support
 Spinal Screening Certification Training
 STAAR
 STAAR Alternate 2
 STAAR Online
 STARR TX Bank One
 State and Federal Statutes, Rules, Regulations, and Guidance
 State Initiatives
 State Performance Plan (Special Education)
 State Waivers Applications
 STEM Conference for K-12 Female Students
 Strategic and Systemic Planning
 Streaming Video
 Student Attendance Accounting Handbook (SAAH) Training and Support
 Student Information Management Software
 Student Learning Objectives
 Substitute Teacher Training
 Suicide Prevention
 Superintendent Academy
 Superintendent Certification Program
 Superintendent of the Year
 Surrogate Parent Training Support
 Survey Services
 Targeted Improvement Plan Implementation Support
 Teacher Appraisal
 Teacher Certification
 Teacher Effectiveness
 Teacher of the Year
 Teacher Preparation Transformation Center
 Teacher Recruitment
 Technical Support Services
 Technology Integration
 TEKS Bank
 TEKS Clarification
 TEKS Professional Development in Core Content Areas
 TEKS Resource System
 Testing – Federal and State

Texas 21 Career Investigation and Career Planning
 Texas Academic Performance Reports (TAPR)
 Texas Accountability Intervention System (TAIS) Training
 Texas Behavior Support Initiative (TBSI)
 Texas Computer Cooperative (TCC)

- CareerPortal
- Internet-based Texas Computer Cooperative Software (iTCCS)
- Texas Education Information System (TxEIS)

Texas Cybersecurity Framework training and support
 Texas Education Agency Login (TEAL)/Educator Certification Online System (ECOS) Account Support
 Texas Education Data Standards (TEDS) Training and Support
 Texas Education Telecommunications Network (TETN) Access
 Texas English Language Proficiency Assessment System (TELPAS)
 Texas Gateway
 Texas Math and Science Diagnostic (TMSDS)
 Texas Middle School Fluency Assessment (TMSFA)
 Texas Primary Reading Inventory (TPRI)
 Texas Principal Excellence Program (TxPEP)
 Texas Principal Evaluation and Support System (T-PESS)
 Texas Records Exchange System (TReX)
 Texas Student Data System (TSDS)
 Texas Teacher Evaluation and Support System (T-TESS)
 Texas Virtual School Network (TxVSN)
 Texas Women’s University Speech-Language Pathologists Masters
 TExES (Examination for certification of educators)
 TexQuest
 Textbook Viewing Room
 Time & Effort Software
 TimeClock Plus Software Training and Support
 Title I, Part A Parent and Family Engagement Statewide Initiative
 Title I School Support
 Title III Support
 Traffic SAFETY Education Staff Training
 Transition Planning - High School
 Texas Science, Technology, Engineering, and Mathematics (T-STEM)
 Unlicensed Diabetic Care Assistance Training
 Unique ID Training and Support
 Video Conference Bridging
 Video Conference Scheduling and Bridging of Dual Credit Classes
 Video Conference Technical Support
 Vision Screening Certification Training
 Visually Impaired/Orientation and Mobility Services (VI/O&M)
 Visually Impaired Teacher Services
 Videoconference Fieldtrip Facilitation
 Videoconference Services and Support
 VISION Computing and Network Support Services
 Vision/Hearing/Scoliosis Screening Training/Certification
 Voice-Over IP Solutions
 Wide Area Network Consortium
 Web Expenditure Reporting Support
 Web Hosting
 Website Software for School Districts

Wireless Internet Consortium
Writing Coaches and Support

Appendix C: Summary of Accountability and Oversight of ESCs

- **Annual Independent Financial Audit**
 - Audits of all funds (federal, state, local) are conducted. All fund balances are included as part of the audit. TEA posts all ESC audits on its website, and audits are filed with the Federal Audit Clearinghouse.
- **Biennial Legislative Report**
 - The ESC Rider of the Appropriations Bill requires the Commissioner of Education to biennially submit an ESC cost comparison report to the LBB, Governor's office, and each Chairman of the House and Senate Education Committees.
- **Annual Regional Performance Hearing**
 - An ESC performance hearing is held annually. The hearing includes a review of academic performance data, budget data, and other ESC performance standards.
- **Board of Directors**
 - Each ESC is governed by an elected board of directors composed of seven members and a Commissioner appointed charter school representative.
- **Federal Grant Audits**
 - The TEA Grants and Federal Fiscal Compliance Division completes audits of federal grants received by ESCs in accordance with established timelines.
- **Annual 3rd Party Client Satisfaction Survey**
 - University of Texas at Austin conducts a client satisfaction survey among ESC users. Results are reported by each ESC and reported to the Commissioner of Education.
- **Workshop Evaluation System**
 - All workshop attendees complete an anonymous survey following every workshop attended.
- **Program Advisory Committees**
 - Advisory Committees are utilized in designing products/services.
- **Performance Based Monitoring of ESCs**
 - Student performance data is annually reported by the region, showing gaps in student performances and groups of students who are under or over represented in various programs.
- **Evaluation of ESCs by the Commissioner of Education**
 - An annual evaluation is conducted on each ESC and the Executive Director.
- **Monitoring Reports from Various Agencies**
 - State and federal agencies such as Texas Department of Agriculture, Texas Department of State Health Services, Head Start, Texas LEARNS, Texas Workforce Commission, etc., conduct desk and on-site monitoring of ESC fiscal and program compliance.
- **Annual Needs Assessment and Program Review**
 - Each ESC annually assesses the effectiveness of its program/services, identifies areas for additional products/services based on district requests, and modifies existing programs.
- **Performance Scorecard Measures**
 - Data is reported uniformly by all ESCs on a monthly/quarterly/annual basis for key performance indicators. Data is reported to TEA and the LBB.

PRIOR REVIEWS AND ACTIONS COMPLETED:

- LBB Performance Review – Management and Performance Review by MGT of America – 2003-2004
- ISO Certification – 2003
- ESC Scorecard – 2003 – Reported data on key indicators
- 79th Legislature – Shared Service Arrangement Use by School Districts Report - January 2007

- 82nd Legislature – Rider 39 Report on Cost Savings – December 2010
- 83rd Legislature – Rider 39 Report on Cost Savings – December 2012
- 84th Legislature – Rider 38 Report on Cost Savings – December 2014
- State Audit of certain programs – 2014
- State Audit of TEA and ESC Contracts – 2016
- 85th Legislature – Rider 35 Report on Cost Savings – December 2016
- Boston Consulting Group (BCG) audit of TEA – included services offered by ESCs – Fall of 2016
- 86th Legislature – Rider 34 Report on Cost Savings – December 2018