



Early Childhood Education - Updates

EARLY CHILDHOOD EDUCATION DIVISION
HOWARD MORRISON AND TAMALA OLSBY



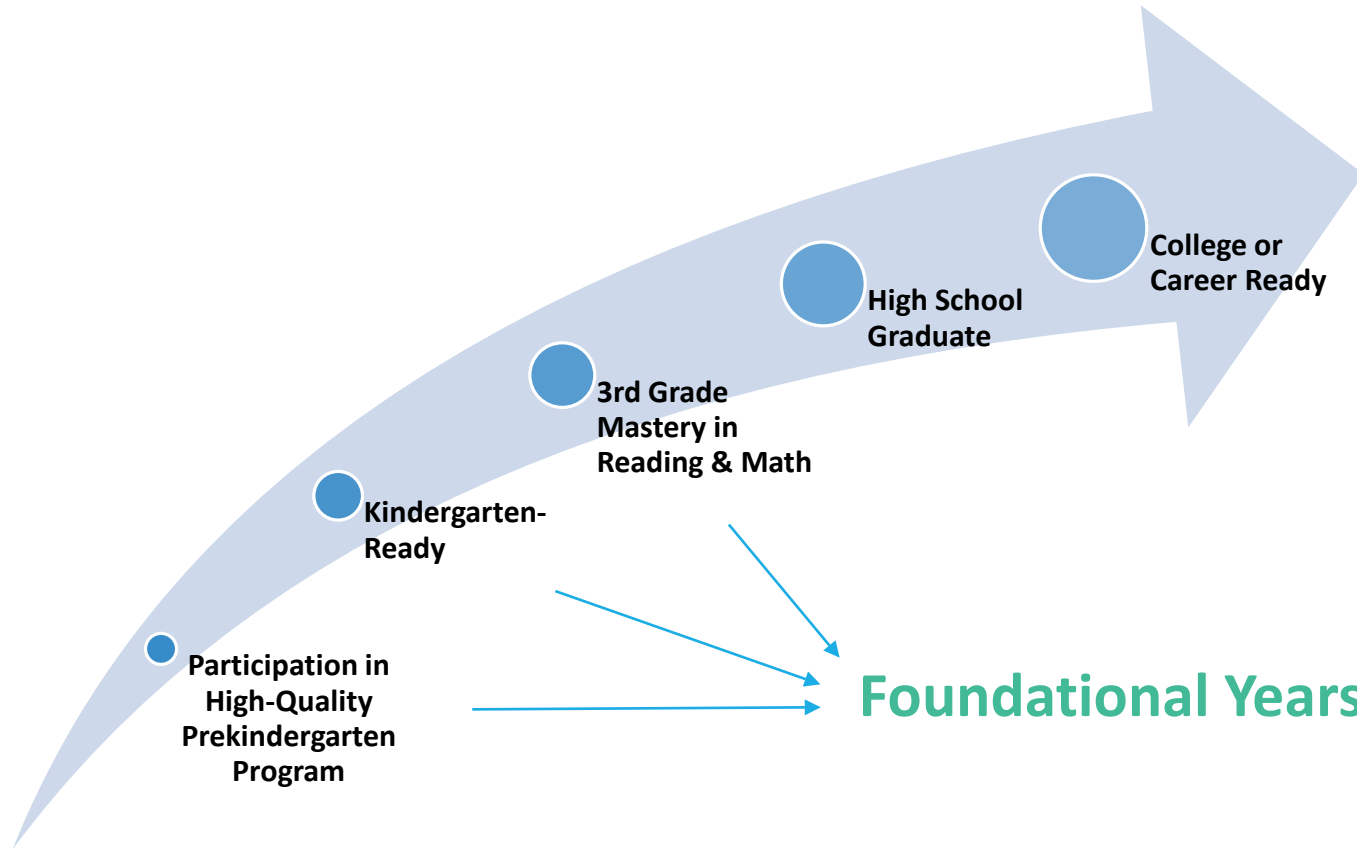
4 Key Topics

- Foundational Years: Prekindergarten - 3rd
- Legislative Updates
- Rider 78/High-Quality Prekindergarten Components
- Supporting High-Quality Efforts

Foundational Years: Prekindergarten - 3rd Grade



Continuum



Foundational Years

Early Matters

0-3rd grade = **LEARNING** to read

4th-12th grade = reading to **LEARN**

The Foundational Years

41%

**Of Texas 3rd graders read
at or above grade level**

Benefits of High-Quality PreK

- 85% increase in print awareness³
- 19% decreased need for special education services¹
- 24% less likely to be convicted of juvenile crime¹
- 20% more likely to graduate on time from high school¹
- 19% more likely to attend college²
- Earn \$150,000 more over their adulthood¹

1-SCHWEINHART, L, MONTI, J., XIANG,Z., BARNETT, W. S., BELFIELD, C.& NORES, M. (2005) *LIFETIME EFFECTS: THE HIGH/SCOPE PERRY PRESCHOOL STUDY THOUGH AGE 40* (MONOGRAPHS OF THE HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION, NUMBER 14). YPSILANTI, MI: HIGH/SCOPE PRESS.

2-FREDE, E. C., & BARNETT, W. S. (2011). NEW JERSEY'S ABBOTT PRE-K PROGRAM: A MODEL FOR THE NATIONS. IN E.ZIGLER, W. GILLIAM, & W. S. BARNETT (EDS.), *THE PRE-K DEBATES: CURRENT CONTROVERSIES AND ISSUES* (PP. 191-196). BALTIMORE: BROOKES.

3-W. STEVEN BARNETT, CYNTHIA LAMY, AND KWANGHEE JUNG. (DECEMBER 2005) *THE EFFECTS OF STATE PREKINDERGARTEN PROGRAMS ON YOUNG CHILDREN'S SCHOOL READINESS IN FIVE STATES* (THE NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH, RUTGERS UNIVERSITY).

Closing the Achievement Gap



Legislative Updates



Legislative Updates

- New prekindergarten eligibility criterion
- Family engagement changes
- Minutes of instruction
- Supplemental funding for PK
- Rider 78



New Prekindergarten Eligibility Criterion

- House Bill 357

Relates to the eligibility of the children of certain first responders for free prekindergarten programs in public schools

- Amends 29.153(b)

- (7) is the child of a person eligible for the Star of Texas Award as:

- (A) a peace officer under Section 3106.002, Government Code;
- (B) a firefighter under Section 3106.003, Government Code; or
- (C) an emergency medical first responder under Section 3106.004, Government Code.

- A complete list of [past honorees](#) are listed on the Office of the Texas Governor, Criminal Justice Division webpage

Family Engagement Changes

- House Bill 1593

Relates to the engagement strategies included in a school district family engagement plan

- Amends 29.168 (b)

- (3) include programs and interventions that engage a family in supporting a student's learning at home

Minutes of Instruction

➤ House Bill 2442

Relates to the minutes of operation required for public school districts, charter schools, and other education programs and to calculating the average daily attendance for certain education programs

➤ FY 2017-2018

- [To The Administrator Addressed Correspondence-6/27/17](#)

➤ FY 2018-2019

- [To The Administrator Addressed Correspondence-8/31/17](#)

Supplemental Funding for PK

- 2016-2017 Biennium
 - \$30 million
- 2018-2019 biennium
 - No appropriation

Rider 78

FSP Formula Funding for High-Quality Prekindergarten Programs. Included in amounts appropriated above in Strategy A.1.1, FSP - Equalized Operations, is an estimated \$1,580 million in the 2018-19 biennium for formula funding entitlement for pre kindergarten programs. Of this amount, the Commissioner shall ensure that school districts and charter schools receiving these funds shall use not less than 15 percent of their entitlement, an estimated \$236 million statewide, to implement prekindergarten consistent with the requirements of a High-Quality Prekindergarten program, as established in Education Code, §§29.167 - 29.171, and consistent with the provisions of Education Code, Chapters 41 and 42.

Rider 78 Explanation

TAA: July 10, 2017

Rider 78 questions:

- Getting 15% more FSP funding?
- High-quality components in prekindergarten?

Does it apply to my program?

Yes, if:

- You are a school district or charter school
- You serve 4-year-old children who are eligible for free prekindergarten
- You receive FSP funding from Texas to operate

Not less than 15%

- Existing funding - not additional funding
- Foundation School Program (FSP)
 - Eligible for free prekindergarten
 - 4-year-olds
 - Average daily attendance

Allowable expenditures

Focus:

- Implementing the high-quality prekindergarten components
- TEC 29.167 - 29.171



General Recommendations Regarding the 15%

Districts/charters are encouraged to:

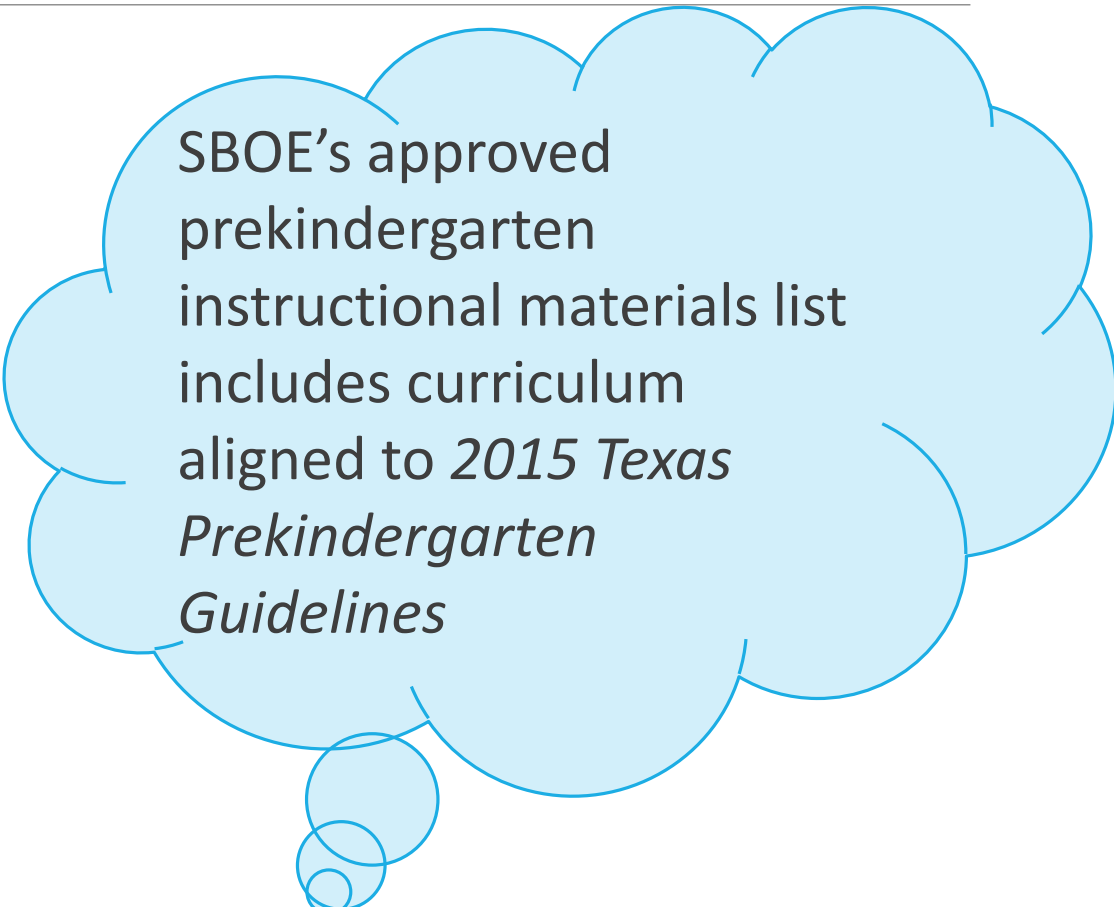
- Plan ahead
- Develop a way to document the 15% expenditures

High-Quality Components

- Curriculum
- Student Progress Monitoring
- Teacher Qualifications and Professional Development
- Teacher-to-Child Ratio
- Family Engagement
- Program Evaluation
- Data Reporting

High-Quality Component: Curriculum

- Use of a curriculum aligned to the *2015 Texas Prekindergarten Guidelines*



SBOE's approved prekindergarten instructional materials list includes curriculum aligned to *2015 Texas Prekindergarten Guidelines*

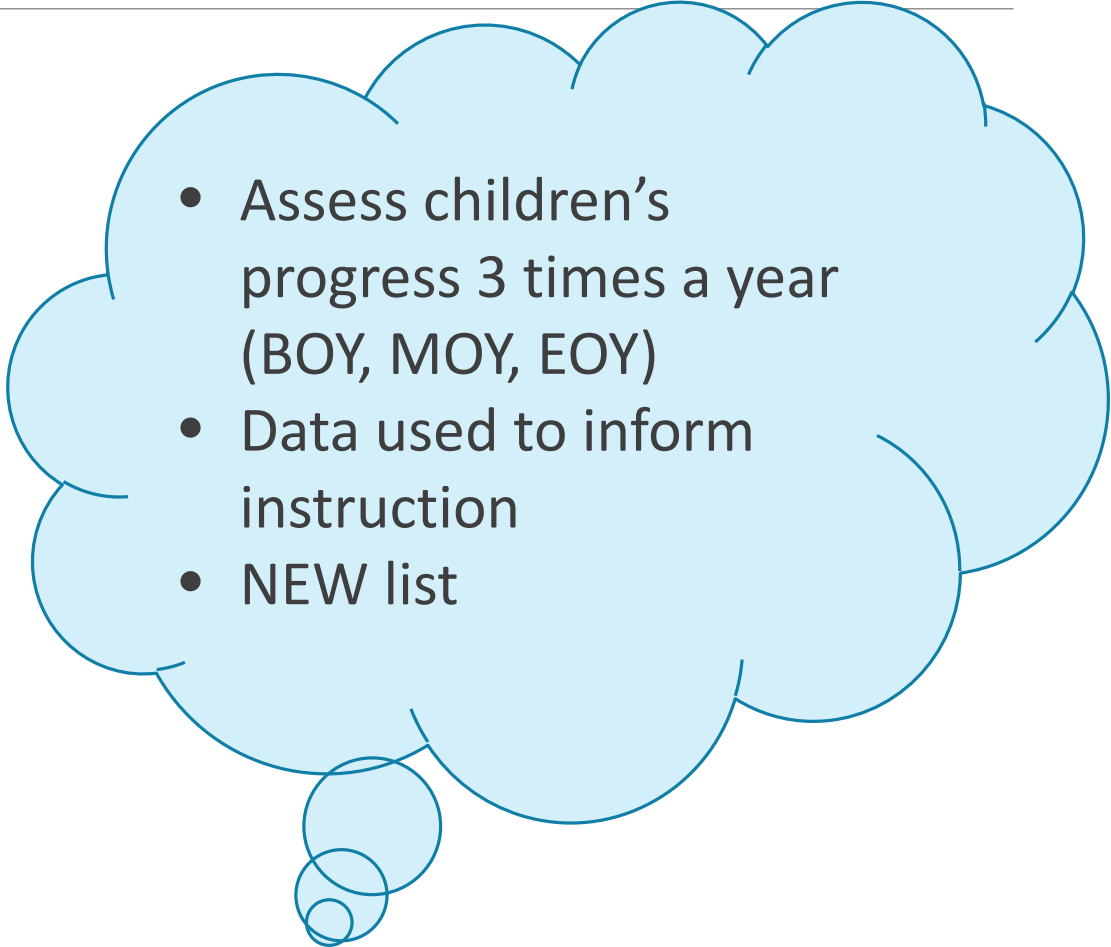
15%: Curriculum

Expenditures that can be included:

- Costs associated with curriculum implementation, i.e. curricular kits/collections, games and teacher guides
- Curricular support materials/equipment, i.e. books, manipulatives and classroom furniture
- Supplemental curriculum

High-Quality Component: Student Progress Monitoring

- Measures the five primary domains of development
- Use of a tool from the Commissioner's List of Approved Prekindergarten Assessment Instruments

- 
- Assess children's progress 3 times a year (BOY, MOY, EOY)
 - Data used to inform instruction
 - NEW list

Commissioner's List of Approved Prekindergarten and Kindergarten Assessment Instruments

- The Texas Education Agency (TEA) has posted a new list of Commissioner-Approved Prekindergarten and Kindergarten Assessment Instruments for use during the 2017-2021 school years in accordance with Texas Education Code (TEC), §29.169 and §28.006.
 - [Prekindergarten](#) Assessment Instrument List
 - [Kindergarten](#) Assessment Instrument List

- The assessment instruments were review and rated by a 14-member expert review panel from Southern Methodist University.

The Commissioner's List of Approved Prekindergarten Assessment Instruments

When evaluating student progress and learning to guide instruction and remediation, it is recommended that educators assess multiple domains of development including reading, writing, math, health-wellness and language-communication.

SPM Tool	Publisher	Cost Per Student (approx.)	Format	Administration	Feasibility of Use	Language		Content				
						Eng	Span	EL-R	EL-W	L&C	H&W	Math
CIRCLE	CLI	\$0 for Texas public kindergarten	web-based	Direct & observation	high	✓	✓	✓	✓	✓	✓	✓
	Liberty Source	\$9.50	web-based		medium							
DIAL-4 ±	Pearson	\$13.80	paper/pencil w/online platform	Direct & observation	medium	✓	✓	✓	✓	✓	✓	✓
Work Sampling System ±	Pearson	\$5.79	paper/pencil w/online platform	Observation & artifacts	medium	✓	✓	✓	✓	✓	✓	✓
Ready, Set, K!	E3 Alliance	\$12.50	paper/pencil w/online platform	Direct, observation & artifacts	medium	✓	✓	✓	✓	✓	✓	✓
GOLD	Teaching Strategies	\$10.50	paper/pencil w/online platform	Direct, observation & artifacts	medium	✓	✓	✓	✓	✓	✓	✓
Frog Street Assessment	Frog Street Press	\$11.00	web-based	Direct & observation	low	✓	✓	✓	✓	✓	✓	✓
<i>Note: The assessment below this line assesses 5 domains of development, but does not assess in Spanish</i>												
LAP-3	Kaplan Early Learning	\$26 - \$36	paper/pencil w/online platform	Direct & observation	low	✓		✓	✓	✓	✓	✓
<i>Note: The assessments below this line assess 2 or fewer domains of development.</i>												
BASC-3 BESS±	Pearson	\$9.88	paper/pencil w/online platform	Observation	high	✓	✓*				✓	
ISIP - Early Reading ±	Istation	\$5.95	web-based	Direct	medium	✓		✓		✓		

*Observation/survey only; parent report available in Spanish

±Developmentally aligned to an assessment on the Commissioner's List of Approved Kindergarten Assessment Instruments

The Commissioner's List of Approved Kindergarten Reading and Multidimensional Instruments

When evaluating student progress and learning, it is recommended that educators assess multiple domains of development including reading, writing, math, health-wellness and language-communication.

Assessment Tool	Publisher	Cost Per Student (approx.)	Format	Administration	PM	Feasibility of Use	Language		Content				
							Eng	Span	EL-R	EL-W	L&C	H&W	Math
TX-KEA	CLI @ UT Health	\$0 for public kindergarten	web-based	Direct & observation		medium	✓	✓	✓	✓	✓	✓	✓
DIAL-4 [±]	Pearson	\$13.80	paper/pencil w/online platform	Direct & observation		medium	✓	✓	✓	✓	✓	✓	✓
Work Sampling System ^{±•}	Pearson	\$5.79	paper/pencil w/online platform	Observation & artifacts	✓	medium	✓	✓	✓	✓	✓	✓	✓
Ready, Set, K!	E3 Alliance	\$8.00	paper/pencil w/online platform	Direct, observation & artifacts		medium	✓	✓	✓	✓	✓	✓	✓

Note: Assessments below this line assess 3 or fewer domains of development and may not have a Spanish version.

STAR Early Literacy [*]	Renaissance Learning	\$7.45	web-based	Direct	✓	medium	✓	✓	✓		✓		✓
aimswebPlus [*]	Pearson	\$8.50	paper/pencil w/online platform	Direct	✓	medium	✓	✓	✓		✓		✓
MAP for Primary Grades [*]	NWEA	\$13.50	web-based	Direct	✓	medium	✓		✓		✓		✓
DIBELS Next [*]	Dynamic Measurement	\$1.00	paper/pencil w/online platform	Direct	✓	high	✓		✓				
TPRI [*] (pair w/ Tejas LEE)	CLI @ UT Health OR Liberty Source	CLI: \$0 for public kindergarten; Liberty Source: \$6	web-based OR paper/pencil w/online platform	Direct	✓	high	✓		✓				
Tejas LEE [*] (pair w/ TPRI)	Liberty Source							✓	✓				
LION for Reading [*]	Liberty Source	\$5.00	web-based	Direct	✓	medium	✓		✓		✓		
ISIP - Early Reading ^{±•}	Istation	\$5.95	web-based	Direct	✓	medium	✓		✓		✓		

Note: Assessments below this line only assess Health and Wellness and must be combined with a literacy assessment of reading to meet statutory requirements.

BASC-3 BESS ^{±•}	Pearson	\$9.88	paper/pencil w/online platform	Observation	✓	high	✓	✓*				✓	
DESSA-mini [*]	Aperture Education	\$3.00	paper/pencil w/online platform	Observation	✓	high	✓	✓*				✓	

* Observation/survey only; parent report available in Spanish

± Developmentally aligned to an assessment on the Commissioner's List of Approved Prekindergarten Progress Monitoring Assessments

• Developmentally aligned through third grade.

15%: Student Progress Monitoring

Expenditures that can be included:

- Costs associated with implementing student progress monitoring, i.e. tool charges per student and printing costs
- Substitute costs to allow teachers to conduct student progress monitoring
- Technology tools/equipment to conduct student progress monitoring

High-Quality Component: Teacher Qualifications and PD

- State teaching certification
- Additional qualifications (defined in Commissioner's Rule)

Teacher Qualifications and PD Expectations of Rider 78

Each teacher of a high-quality prekindergarten grant program must be certified under TEC, Subchapter B, Chapter 21, and have one of the following additional qualifications:

- a Child Development Associate (CDA) credential or
- a certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education or
- at least eight years of experience teaching in a nationally accredited child care program or
- a graduate or undergraduate degree in early childhood education or early childhood special education or a non-early childhood education undergraduate degree with a documented minimum of 30 hours of coursework in early childhood education
- documented completion of the Texas School Ready Training Program (TSR Comprehensive) or

Teacher Qualifications and PD Expectations of Rider 78

- be employed as a prekindergarten teacher in a school district that has ensured that:
 - A. prior to assignment in a prekindergarten class, teachers who provide prekindergarten instruction have completed at least 150 cumulative hours of documented professional development addressing all ten domains in the PKG that were approved prior to 2015 in addition to other relevant topics related to high-quality prekindergarten over a consecutive five-year period;

Teacher Qualifications and PD Expectations of Rider 78

- B. teachers who have not completed training required in subparagraph (A) of this paragraph prior to assignment in a prekindergarten class shall complete:
- the first 30 hours of 150 cumulative hours of documented professional development before the end of the school year. The professional development shall address topics relevant to high-quality prekindergarten including but no limited to:
 - ✓ the revised 2015 TX Prekindergarten Guidelines
 - ✓ the use of student progress monitoring results to inform classroom instruction
 - ✓ improving the prekindergarten classroom environment to enhance student outcomes
 - ✓ improving the effectiveness of teacher interactions with students as determined by an evaluation tool and
 - the additional hours in the subsequent four years in order to continue providing instruction in a high-quality prekindergarten classroom; and
- C. at least half of the hours required by subparagraph (A) or (B) of this paragraph shall include experiential learning, practical application, and direct interaction with specialists in ECE, mentors or instructional coaches.

Teacher Qualifications

Options	Appropriately certified to teach early childhood	Additional Qualification
Option #1	Yes	Has a Child Development Associate Credential (CDA)
Option #2	Yes	Has a Montessori certification
Option #3	Yes	Has taught for at least 8 years in a nationally accredited child care program
Option #4	Yes	Has a degree in ECE, Special Education–ECE or a non-ECE degree with 30 units of ECE-specific coursework
Option #5	Yes	Completion of TSR – Comprehensive Program
Option #6	Yes	Has completed 150 hours of professional development in ECE-specific topics
Option #7	Yes	Completes 30 hours of ECE-specific professional development annually with 15 of the 30 hours being in a mentoring/coaching relationship until 150 hours are documented

15%: Teacher Qualifications and PD

Expenditures that can be included:

- Costs associated with achieving or maintaining an "additional qualification," i.e. costs associated with getting a CDA, etc.
- Costs associated with any early childhood education-specific professional development done for prekindergarten teachers and/or paraprofessionals
- Costs associated with implementing prekindergarten mentoring/coaching as part of the district's/charter's prekindergarten professional development activities, i.e. training of prekindergarten mentors/coaches and salaries of prekindergarten mentors/coaches

High-Quality Component: Teacher-to-Student Ratio

- Attempt to maintain 1 teacher per 11 students (or better)
- Recommendation: Not to exceed 22 students per class

15%: Teacher-to-Student Ratio

Expenditures that can be included:

- All paraprofessional salaries

Please note: Prekindergarten teachers' salaries are expenditures that cannot be counted as part of the 15% referenced in Rider 78

High-Quality Component: Family Engagement

Develop, implement and post on district website a Family Engagement Plan with six key components:

- Facilitate family-to-family support
- Establish a network of community resources
- Increase family participation in decision making
- Equip families with tools to enhance and expand learning at home
- Develop staff skills in evidence-based practices that support families
- Evaluate and revise family engagement practices


15%: Family Engagement

Expenditures that can be included:

- Costs associated with prekindergarten family engagement activities, i.e. meeting costs, speaker costs and printing costs
- Family engagement personnel salaries (prekindergarten family engagement must be sole job responsibility)

High-Quality Component: Program Evaluation

- Program evaluated annually using student progress monitoring data
- Results made available to parents



New tool = *High-Quality Prekindergarten Self-Assessment Tool*

High-Quality Prekindergarten Self-Assessment Tool

Purpose:

- Assist districts/charters with identifying strengths and opportunities for growth
- Make program adjustments to meet the needs of students and to increase quality
- Define specific pathways to improve prekindergarten program quality leading to positive child outcomes

15%: Program Evaluation

Expenditures that can be included:

- Costs associated with conducting a program evaluation, i.e. meeting costs and printing costs
- Costs associated with a 3rd party evaluator
- Costs associated with informing parents of the results of the program evaluation, i.e. meeting costs and printing costs

High-Quality Component: Data Reporting

Data to be reported in PEIMS/ECDS annually:

- Demographic data
- Enrollment in half-day and/or full day
- Sources of funding
- Class size
- Staff to teacher ratio
- Type of curriculum
- Student progress monitoring tool and results
- Kindergarten readiness data
- Teacher qualifications
- Family engagement plan

15%: Data Reporting

No expenditures associated with data reporting can be included as part of the 15% referenced in the rider.

Early Childhood Data System

➤ Purpose

To better inform families, school administrators, educators, community stakeholders, and policy makers about the effectiveness of prekindergarten programs in preparing children for success in kindergarten under Texas Education Code (TEC) §29.161.

➤ Overview

State-wide reporting feature of the Texas Student Data System (TSDS). The system includes the collection of both prekindergarten and kindergarten student data.

Existing Reports

Reports Available in TPEIR (public facing)

- Prekindergarten Enrollment Report
 - State
 - District/Charter
 - Campus

- Public Kindergarten Programs and Kindergarten Readiness
 - State
 - District/Charter
 - Campus

Texas Public Prekindergarten Programs and Enrollment Ages 3 and 4

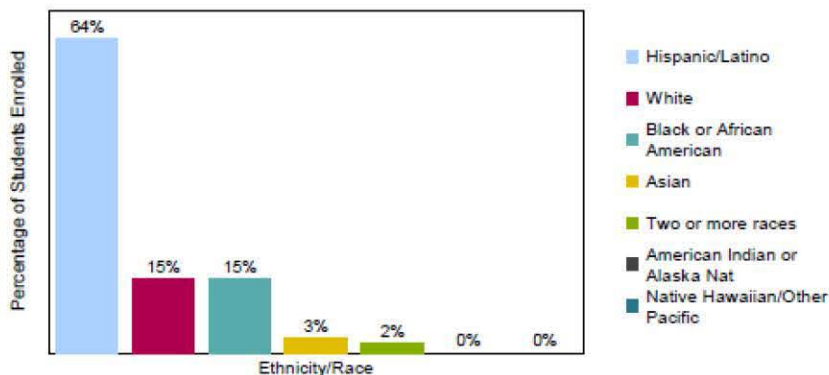
Public Prekindergarten Enrollment for 2015-16 School Year

220,640 Total Students Enrolled Ages 3 and 4	190,848 (86%) Economically Disadvantaged	88,295 (40%) Limited English Proficiency
8,594 (4%) Special Education	6,611 (3%) Military Children	5,471 (2%) Homeless
1,695 (0.8%) In Foster Care	109,816 (50%) Females	110,824 (50%) Males

Public Prekindergarten Enrollment by Student Instruction Type and ADA Eligibility for 2015-16 School Year

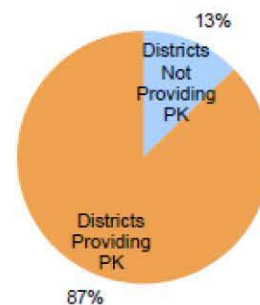
Student Instruction Type	2015-16						
	Total Enrolled		ADA Eligible		Not Eligible for ADA		
	Students Enrolled	Percent Enrolled	Students Enrolled	Percent Enrolled	Students Enrolled	Percent Enrolled	
Age 3	Full-day	12,206	47%	11,616	47%	590	50%
	Half-day	13,573	53%	12,974	53%	599	50%
	Total	25,779	100%	24,590	100%	1,189	100%
Age 4	Full-day	103,380	53%	96,791	53%	6,589	60%
	Half-day	91,481	47%	87,071	47%	4,410	40%
	Total	194,861	100%	183,862	100%	10,999	100%
Total	Total	220,640	100%	208,452	100%	12,188	100%

Public Prekindergarten Enrollment by Ethnicity for 2015-16 School Year

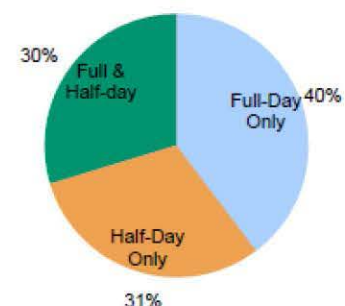


Notes: Percentage of Native Hawaiian/Other Pacific Students is 0.1%
Percentage of American Indian or Alaska Nat Students is 0.3%

Districts Providing Public Prekindergarten for 2015-16 School Year



Districts Providing Public Prekindergarten for 2015-16 School Year by Instruction Type



	2015-16
Districts Providing PK	1,054
Districts Not Providing PK	153
Total	1,207

Student Instruction Type	2015-16	
	Districts Providing PK	Schools Providing PK
Full-Day Only	419	1,397
Half-Day Only	323	1,395
Full & Half-day	312	515
Total	1,054	3,307

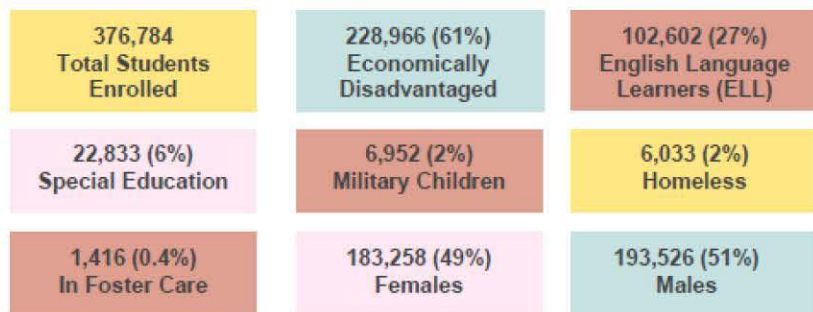
Notes: 1. For the purpose of this report, a full-day program is one that serves students for four or more hours. A half-day program is one that serves students for at least two hours but less than four hours. 2. A school or district may offer both full-day and half-day programs. 3. This report includes enrolled prekindergarten students ages three and four as of September 1 and, therefore, counts may not match counts on other reports that include prekindergarten students of all ages.

Public Prekindergarten Enrollment by Funding Sources for 2015-16 School Year

Funding Source	2015-16	
	Students Enrolled	
	ADA Eligible	Not Eligible for ADA
Foundation School Program	208,452	0
Local District Share Funding	79,224	6,746
State Grant Funding	4,041	79
Federal Funding	42,790	968
Tuition Fees	602	4,628
Other Funding	20,441	1,302

Texas Public Kindergarten Programs and Kindergarten Readiness

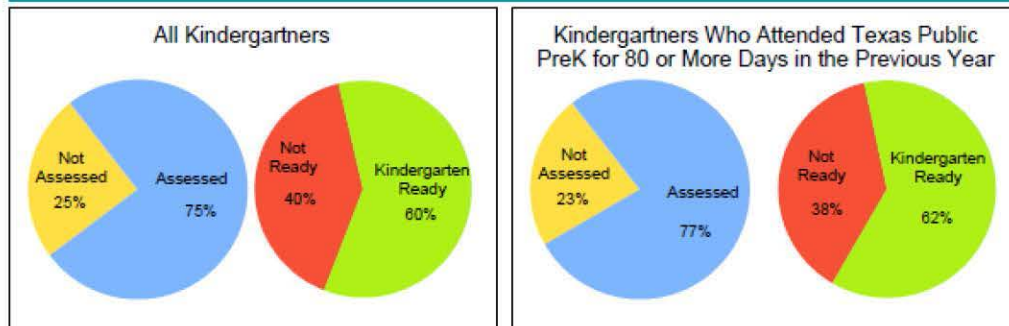
Public Kindergarten Enrollment for 2015-16 School Year



187,507 (50%) Kindergartners Attended Texas Public PreK in 2014-15		
164,716 (44%) Attended Texas Public PreK for 80 or More Days	162,846 (43%) Attended Texas Public PreK in Same District	116,827 (31%) Attended Texas Public PreK in Same School

Note: Enrollment percentages are calculated using total students enrolled.

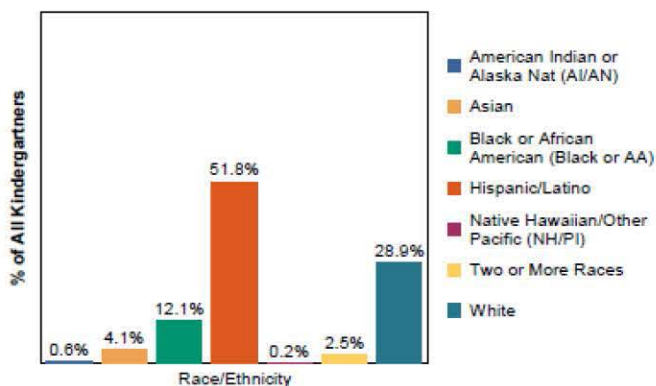
Public Kindergarten Readiness Assessments and Results for 2015-16 School Year



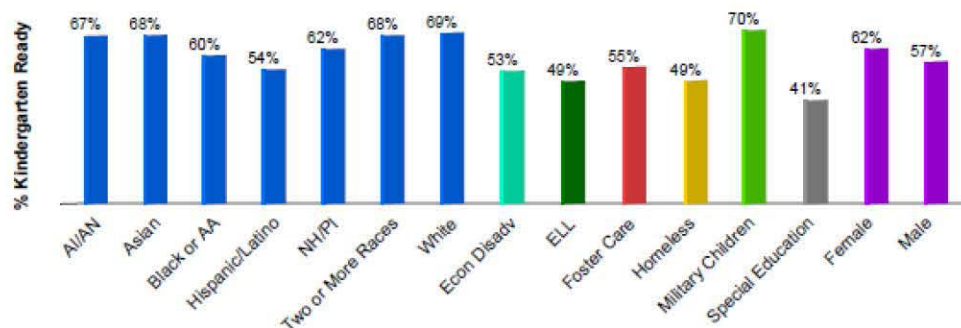
	All Kindergarten Students		
	Students Enrolled	Students Assessed	Kindergarten Ready
2015-16	376,784	283,911	169,064

	Attended Texas Public PreK for 80 or More Days in the Previous School Year		
	Students Enrolled	Students Assessed	Kindergarten Ready
2015-16	164,716	127,196	78,276

Public Kindergarten Enrollment by Race/Ethnicity for 2015-16 School Year



Public Kindergarten Readiness by Race/Ethnicity and Subpopulation for 2015-16 School Year



Note: Race/ethnicity and subpopulation readiness percentages are the percentages of assessed kindergartners belonging to a particular subpopulation or race/ethnicity who are kindergarten ready.

Support High-Quality Efforts



Support from TEA

- High-Quality Webinars
- Informative documents
- ESC Information Sessions
- On-demand phone and email support
- TEA's website
- Texas Gateway

Support from Texas Gateway

- <https://www.texasgateway.org/>
- Easily-searchable, web-based portal that houses:
 - Instructional materials
 - Teacher professional development materials
 - Educational reference materials
- Early childhood education resources to be expanded greatly in 2018



Support from Education Service Centers

- Education Service Centers in all 20 regions of state
- Early Childhood Specialists within each ESC to
 - Provide professional development, workshops, technical assistance, coaching/mentoring as well as provide additional resources
 - Common professional development: Prekindergarten Guidelines, Classroom Management, Conscious Discipline, Inclusion, Family Engagement, Curriculum Alignment, Using Data, etc.

Support from Children's Learning Institute

- <https://cliengage.org/public/>
- Suite of web-based tools and resources
 - Student progress monitoring (CIRCLE)
 - Teacher professional development
 - Classroom observation tools
 - Coaching and collaboration tools
 - Activities (Classroom- and Family-focused)
 - Texas KEA (Kindergarten Entry Assessment)



4 Key Takeaways

- Foundational Years: Prekindergarten - 3rd
- Legislative Updates
- Rider 78/High-Quality Prekindergarten Components
- Supporting High-Quality Efforts

FAQ Document

Send questions regarding the ECE updates and/or Rider 78 to the following email address:

➤ earlychildhoodeducation@tea.texas.gov

A frequently asked questions document will address the questions received.

The FAQ document will be available on TEA's website

TEA – Early Childhood Education Division

- **Jacquie Porter, Director**
jacquie.porter@tea.texas.gov
- **Scott Bodnar, Manager**
scott.bodnar@tea.texas.gov
- **Howard Morrison, Statewide Coordinator**
howard.morrison@tea.texas.gov
- **Tamala Olsby, Program Specialist: Quality**
tamala.Olsby@tea.texas.gov
- **Miguel Gomez, Program Specialist: Access**
miguel.Gomez@tea.texas.gov
- **Anna Gu, Program Specialist: PreK Partnerships**
anna.gu@tea.texas.gov

© 2017 by the Texas Education Agency

Copyright © Notice.

The Materials are copyrighted © and trademarked ™ as the property of Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA except under the following conditions:

- 1) Texas public school districts, charter schools, and education service centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
- 2) Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only, without obtaining written permission from TEA.
- 3) Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered, and unchanged in any way.
- 4) No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are not Texas public school districts, charter schools, or education service centers, or any entity, whether public or private, educational or non-educational, located outside the state of Texas must obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

For information, contact the Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, Texas, 78701-1494; phone 512-463-7004, email: copyrights@tea.texas.gov.

