

## Overview

# Texas COVID Learning Acceleration Supports (TCLAS) Application

## TCLAS Application Overview

Texas COVID Learning Acceleration Supports (TCLAS) is a set of targeted supports available to Local Education Agencies (LEAs) to accelerate student learning in the wake of COVID 19. Through TCLAS, TEA aims to:

- Provide a **strategic approach to accessing learning acceleration supports** that meet the local needs of students, teachers, communities and school systems
- **Leverage statewide resources** to allow for deeper, more targeted supports and services for districts at a lower cost to the state
- Develop **coordinated and coherent supports for LEAs** based on needs identified by Texas educators for the coming school year

This application provides a streamlined process for LEAs - including this web-based survey followed by a simple eGrants application in the TEAL system - to accelerate learning through a discretionary, non-competitive grant. The grant amount awarded to LEAs will be determined through this application and by LEA indication of requested support.

**Application Instructions:** On the following pages, you'll be asked which TCLAS supports you'd like for your LEA. For each that you choose, you'll be asked to input the information necessary for TEA to determine your LEA's eligibility and calculate the grant award.

### **Additional TCLAS Award Information:**

This survey is designed to collect information about the supports districts are interested in accessing through TCLAS. LEAs will not be required to provide any additional information beyond what is included in this survey for TEA to determine LEA eligibility and award amounts for TCLAS. LEAs receiving awards will still be required to complete an eGrants submission process after they are notified of award amount and may also be required to

respond to additional TEA data requests to ensure TEA supports can be accurately provided to LEAs. However, TEA does NOT guarantee an LEA will receive funding or support for all things in which they apply. TEA will award funds and supports to districts based on available funding for each decision, vendor capacity where applicable, and the priority indicators identified for specific decision points.

Additionally, LEAs will NOT be awarded on a first come, first served basis. After the TCLAS deadline, TEA will review all submitted applications and award based on the priority indicators for each specific decision (e.g., % socio-economic status, % teacher vacancies, etc.).

## Two Funding Types

As a part of the TCLAS grant application, LEAs may receive two types of award, in-kind supports or direct grant funds.

- **In-kind supports** are defined as a set of supports where funding does not transfer directly to the LEA. For example, TEA may have a contract directly with a vendor that would provide technical assistance to LEAs as a part of a specific program. LEAs would receive the technical assistance benefit but would not be required to procure a contract directly with a vendor. Another example is the printed materials for approved instructional materials. TEA will work directly with approved publishers to purchase and ship print materials directly to LEAs and no funding would flow directly to the LEA as a part of award. Both of these are examples of in-kind supports.
- **Direct grant funds** are defined as a set funding amount provided directly to a district for a specific purpose. LEAs would receive a monetary award that must be used for the specific purpose outlined in the TCLAS grant. LEAs also must adhere to the set of assurances that are required to be met with the awarded funds. An example if this may could be LEAs receiving funds to purchase technical assistance for a specific purpose from a state approved list of vendors. LEAs would receive funding to go directly procure a set of services from the vendor list.

## Grant Timing

The TCLAS grant is funded by a combination of ESSER III and General Revenue funds. Upon award, TEA will make clear to LEAs how much of each funding source they receive.

- **All ESSER III funds** must be granted out to LEAs by March 2022 or the state will forfeit the funding. TCLAS pre-award costs for awarded ESSER funds is allowable beginning on March 1, 2021. Once granted, LEAs will have until September 30, 2024 to spend the funds that are awarded as a part of this process.
- **For General Revenue funds**, TCLAS pre-award costs are allowable beginning in September 9, 2021. Once granted, LEAs will have until May 31, 2024 to spend the funds that are awarded as a part of this process.

Additionally, in the TCLAS application, different programmatic dates will apply to each decision point, and in most cases, LEAs will have the option to opt-in different time periods of support across SY 2021-22, SY 2022-23, and SY 2023-23. This will allow LEAs to start some TEA supports in future years.

TEA is currently anticipating the majority of TCLAS grants to be funded with ESSER. The main exception is Decision 9: P-TECH supports which will be funded with General Revenue. This is subject to change based on available funds.

**Approval from Superintendent or Chief Academic Officer (CAO):** This application may be completed by any representative of an LEA although all submitted TCLAS applications will require a signature from the Superintendent or Chief Academic Officer of the LEA. If the person submitting this application is not the Superintendent or Chief Academic Officer of the LEA, an email will be sent to them for application review and signature before final submission. In the event that multiple applications are submitted through this process, the latest application will be the only application accepted by TEA. Applicants must ensure the Superintendent or CAO can submit approval before the application deadline. **This application closes at 11:59pm CT on August 20, 2021.**

## General Information

Please select your region and LEA from the list below.

ESC Region

LEA Name and Number

## Contact Information of Individual Completing this Form

Please enter the contact information for the person completing this form for your LEA:

Full Name

Title

Email

## Requirement for LEA Leadership Approval

Please note that all submitted TCLAS applications will need a signature from the Superintendent or Chief Academic Officer from the LEA.

If the person submitting this application is **not** the Superintendent or Chief Academic Officer of the LEA, an email will be sent to them for application review and signature **before** final submission. After submitting this application, let the Superintendent or Chief Academic Officer know to respond to an email requesting their approval before **11:59pm CT on August 20, 2021**.

Is the **first** person to submit this form on behalf of the LEA the superintendent or Chief Academic Officer of the LEA?

Yes

No

## Contact Information of Superintendent or Chief Academic Officer Signing This Application

Full Name (First and Last)

Title

Email Address

## Overall TCLAS Assurances

By receiving any supports through TCLAS, the district must commit to the following assurances. Additionally, LEAs will be required to commit to a set of assurances specific to each support included in TCLAS to access funds or services for that specific choice in TCLAS.

- The LEA understands that, if the assurances and commitments are not met by the LEA or the LEA disengages with the supports/initiatives provided, TEA may place special conditions on the award such as terminating the LEA's participation in the grant program or reducing the LEAs awarded grant.
- The LEA superintendent approves participation in all supports the LEA has applied to in this application.
- The LEA Chief Academic Officer (or equivalent leader) approves participation in all supports the LEA has applied to in this application.

Please note, an individual may complete this section behalf of the LEA superintendent. Prior to submission, an authorized approver of the LEA will be required to confirm and acknowledge all responses.

Do you commit to these assurances?

Yes

## Summary

# LEAs Select from List of Available TCLAS Supports

Choose the TCLAS supports that your LEA is requesting. LEAs will only be required to submit application information for the choices they select below.

**Before requesting supports - and committing to all associated assurances - TEA strongly recommends that LEAs review available TCLAS resources including the [TCLAS Guidance Document](#).**

TEA has created a webinar series, including recordings and slides for each of the ten specific supports listed below. These resources - along with many other TCLAS resources - can be found at [tea.texas.gov/tclas](http://tea.texas.gov/tclas).

## Decision 1: LEA Accelerated Learning Strategic Planning (Similar TEA Initiatives: RSSP)

Effectively addressing unfinished learning will require data-driven prioritization of research-backed learning acceleration strategies (e.g., high dosage tutoring), intentional and multi-year strategic planning, and ongoing continuous improvement through implementation. These TCLAS supports provide LEA leadership with the expert technical assistance needed to effectively performance manage LEA-wide learning acceleration (similar to the Resilient Schools Support Program). Additionally, this support provides LEAs a grant to fund a full-time data fellow to support build-out of data systems, dashboards, and protocols for continuous improvement.

For more information about this decision, LEAs may review this [webinar](#) and the associated [slides](#).

Do you want Decision 1 support?

- Yes
- No

## **Decision 2: High-Quality Instructional Materials (HQIM) Core Approved Products** (Similar TEA Initiatives: Texas Home Learning, COVID Recovery Instructional Materials Support Initiative, Math Innovation Zones)

High-quality instructional materials (HQIM) are among the most impactful elements of a student's education. They allow students to engage more deeply and meaningfully with standards and support teachers in ensuring all students have access to quality grade-level content. As LEAs continue to face high levels of learning loss, evidence shows that HQIM can help close these gaps. Through TCLAS, LEAs may choose to access full sets of Tier 1, core products in most content areas and grade bands as well as additional resources to support strong implementation. These full sets of materials are comprehensive in design and cover 100% of the standards in a course. They include a scope and sequence with pacing guidance, unit and lesson guidance including all teacher and student materials, embedded supports for all learners, embedded assessments and more. LEAs selecting this decision will have access to LEA Implementation Support, System-wide Professional Learning for administrators, coaches and teachers, stipends for coaches and teachers, access to print and physical materials and funding for literacy and math coaches

supporting implementation of approved products. More information about the list of approved core products can be found on the [Texas Home Learning website](#).

For more information about this decision, LEAs may review this [webinar](#) and the associated [slides](#).

Do you want Decision 2 support?

- Yes
- No

### **Decision 3: High-Quality Instructional Materials (HQIM) Supplemental Approved Products** (K-5 math blended learning products, progress monitoring tools, decodable texts for early learners, dyslexia intervention tool, and college prep math and English)

To compliment core high quality instructional material, TEA has approved a set of supplementary products with demonstrated evidence of student outcomes that effectively support individual student personalization and extended supports for certain student populations. LEAs selecting this decision will have access to licenses for approved blended learning products, reimbursement for approved Tier 2 and 3 intervention products and progress monitoring tools, parent, and teacher decodable text kits for early learners, a dyslexia intervention tool, and college preparation course support.

For more information about this decision, LEAs may review this [webinar](#) and the associated [slides](#).

Do you want Decision 3 support?

- Yes
- No

### **Decision 4: Teacher Recruitment Support** (Similar TEA Initiatives: Grow Your Own)

This Teacher Recruitment Support is designed to facilitate increased entry of qualified, diverse candidates into the teaching profession, particularly in rural and small school settings. The program also aims to elevate the perception of the teaching profession through the development and facilitation of high-quality Education and Training (E&T) courses at the high school level. Grow Your Own (GYO) provides supports for paraprofessionals to become certified teachers and the expansion of E&T high school courses. LEAs selecting this decision will have access to paraprofessional stipends, teacher stipends, and funding for implementation and growth of Education & Training courses at the high school level.

For more information about this decision, LEAs may review this [webinar](#) and the associated [slides](#).

Do you want Decision 4 support?

- Yes
- No

## Decision 5: Residency Program Support

The quality of the teacher in the classroom impacts student learning more than any other in-school factor. Therefore, developing strong educator pipelines is crucial to an overall learning acceleration strategy.

The High-Quality, Sustainable (HQS) Teacher Residencies program is designed to support LEAs in this effort by providing resources and supports to LEAs with educator preparation program (EPP) partners to establish year-long teacher residencies that are sustainably funded via implementation of innovative staffing models. With HQS Teacher Residencies, pre-service teacher residents serve as LEA employees while also completing a year-long clinical teaching experience under the supervision of a highly effective cooperating teacher. HQS Teacher Residencies create the foundation for meaningful educator pipelines with the goal of recruiting, supporting, and retaining high quality, diverse teachers. LEAs selecting this decision will have access to teacher resident stipends, funding for district implementation support, and technical assistance for innovative staffing design and innovation support.



For more information about this decision, LEAs may review this [webinar](#) and the associated [slides](#).

Do you want Decision 5 support?

- Yes
- No

## Decision 6: Vetted Texas Tutor Corps Tutoring Supports

High-impact tutoring leads to substantial learning gains for students by supplementing students' classroom experiences, provided that the program is implemented with fidelity to the key attributes of high-impact tutoring. The Vetted Texas Tutor Corps (VTTC) will provide a "full service" option for LEAs seeking access to TEA-subsidized high quality instructional materials for K-8 Math and Reading, use of an online tutoring platform for in-person and remote tutoring sessions, and tutors trained in research-based principles of high impact tutoring. LEAs selecting this decision will have subsidized access to high-quality instructional materials, online tutoring platform, and trained tutors to provide high-impact tutoring to accelerate student learning.

For more information about this decision, LEAs may review this [webinar](#) and the associated [slides](#).

Do you want Decision 6 support?

- Yes
- No

## Decision 7: School Day/Calendar Redesign (Similar TEA Initiatives: Additional Days School Year Planning and Execution Program: School Redesign)

Providing students more time to engage in academics is a primary strategy to accelerate student learning. How a campus uses that additional time is critical to ensure an effective and sustainable learning acceleration environment. School Day/Calendar Redesign campuses will go through a TCLAS-supported planning process and utilize Additional

Days School Year (ADSY) funding to redesign their school year for a new, 210-day calendar. The new calendar will slightly reduce daily instruction and extend it over the additional days to add enrichment activities and brain breaks for students and planning time for teachers to make a more sustainable daily experience for all. LEAs selecting this decision will receive funding for expert technical assistance through a school day and school year calendar redesign process in the year leading up to implementation, funding to hire a Redesign Project Manager, and funding for up to 5 operational days to extend their school year to the prerequisite 180 day calendar to benefit from ADSY. In addition to TCLAS planning funds and supports, campuses will separately be able to utilize state ADSY funding for additional revenue during execution years.

For more information about this decision, LEAs may review this [webinar](#) and the associated [slides](#).

Do you want Decision 7 support?

- Yes
- No

## **Decision 8: Strong Summer Program** (Similar TEA Initiatives: Additional Days School Year Planning and Execution Program)

High-quality, evidence-based summer learning programs help to prevent summer slide defined as, learning loss created by the lack of student engagement in rigorous content between grades. This decision point provides LEAs with a supported planning process to design and implement a summer learning program aligned with research-based best practices in academics, operations, and enrichment activities. Prekindergarten through 5th grade campuses will be prioritized in this support, which will design a summer program that also allows districts to benefit from Additional Days School Year (ADSY) funding in execution years. LEAs selecting this decision will receive expert technical assistance through a step by step process to design and implement a high quality summer learning program, be provided funding to hire a Strong Summer Programs Project Manager, and will receive up to 5 days of operational day funding to extend their school year to the prerequisite 180 day calendar to separately benefit from ADSY funding in execution years.

For more information about this decision, LEAs may review this [webinar](#) and the associated [slides](#).

Do you want Decision 8 support?

- Yes
- No

## Decision 9: P-TECH

Pathways in Technology Early College High Schools (P-TECH) are innovative open-enrollment high schools that allow students least likely to attend college an opportunity to receive both a high school diploma and a credential and/or an associate degree. The hallmark of the P-TECH model is a career focus and the provision of work-based education and it is supported through clearly defined design elements and student outcome goals in the P-TECH Blueprint.

The P-TECH program is nested within a network of open enrollment programs called the Texas College and Career Readiness School Models (CCRSM). The expansion of P-TECH Academies action items will provide grants to: plan, implement, and sustain P-TECH campuses and increase the number of appropriately qualified and credentialed high school faculty to provide dual credit instruction.

LEAs selecting this decision will receive technical assistance and support during planning and implementation. Each P-TECH campus is assigned a leadership coach through TEA's CCRSM Technical Assistance provider.

For more information about this decision, LEAs may review this [webinar](#) and the associated [slides](#).

Do you want Decision 9 support?

- Yes
- No

## Decision 10: New School Models (Similar TEA Initiatives: School Action Fund)

Establishing new school models is a comprehensive and bold approach by ISDs to increase the number of students in top-rated schools - similar to the School Action Fund (SAF). We know that redesigning, restarting, or creating a new school from the ground up takes significant effort. TCLAS New School Model supports provide deep 1-on-1 customized planning, community engagement, and implementation supports to help LEA and campus leaders establish a new school model, typically over the course of one planning year and two continuation years. Applicants can select support across four new school models: Redesign a School with a Blended Learning Model, Redesign a rural school (s) with a Collegiate Edu-Nation model, Create a new school, LEA-Managed in an Effective Schools Framework aligned model, and Restart a Struggling School as an ACE Campus.

For more information about this decision, LEAs may review this [webinar](#) and the associated [slides](#).

Do you want Decision 10 support?

- Yes
- No

### D1 LEA Accelerated Learning Strategic Planning

## Decision 1: Accelerated Learning Strategic Planning Support Requested Information

You indicated that your LEA wants **accelerated learning strategic planning support**. This decision includes two main types of support:

- 1a. **LEA strategic planning and coaching (and additional cohort- and campus-based supports)** - These supports are provided as in-kind services to LEAs. TEA will match LEAs with an approved third-party vendor to provide support. LEAs will have to opportunity to submit vendor preferences that TEA will accommodate where possible, but cannot guarantee based on vendor capacity.

- **1b. Funding for Data Fellow Position** – LEAs will receive grant funds for a full-time data fellow to support build-out of data systems, dashboards, and protocols for continuous improvement. Funds will only be available during the time period for which the LEA is participating in 1a.

Note: LEAs can only access grant funds for 1b if they are participating in 1a.

Please provide the following information to complete this request.

1a. Is your LEA currently participating in Resilient Schools Support Program (RSSP) in the school year 2021-22?

- Yes
- No

LEAs currently participating in RSSP will have the opportunity to continue to participate in the program in future years. Select the school year(s) to receive the Resilient Schools Support Program (RSSP) support.

- SY 2022-23 only: March 2022 – June 2023 (16 month cycle)
- SY 2022-23 and SY 2023-24: March 2022 – June 2024 (28 month cycle)
- SY 2023-24 only: March 2023-June 2024 (16 month cycle)

1b. Does your LEA want funding for a data fellow position? If yes, select the school years to receive a data fellow position.

- SY 2022-23 only: January 2022 – June 2023 (18 month cycle)
- SY 2023-24 only: January 2023 - June 2024 (18 month cycle)
- SY 2022-23 and SY 2023-24: January 2022 – June 2024 (30 month cycle)
- No Data Fellow

# Decision 1:LEA Accelerated Learning Strategic Planning List of Assurances

To receive any supports through TCLAS for the set of supports included in this decision, the district must commit to the following assurances. By agreeing to these assurances, the LEA confirms they understand that if the commitments are not met by the LEA or the LEA disengages with the supports/initiatives provided, the TEA reserves the right to terminate the LEA's membership and/or clawback the LEAs awarded grant.

- The LEA commits to designate a Learning Acceleration Task Force, including:
  - Senior project sponsor (Superintendent, Chief Academic Officer recommended)
  - Lead/primary contact
  - Curriculum and instruction lead
  - Diverse learner lead (supporting students with disabilities, English learners, and/or MTSS)
  - Data lead Note: Particularly at smaller LEAs, the same individual may be in multiple roles on this task force
- The LEA commits to requested Strategic Planning network events and supports, including:
  - RSSP Launch Webinar
  - TA Partner/LEA Lead Coaching Call
  - LEA RSSP Team Collaboration
  - Improvement Review
  - TEA program check-in
  - Campus-level supports

- The LEA understands that TEA will match LEAs with technical assistance providers for coaching. While LEA preferences will be taken into account, the TEA cannot guarantee a particular technical assistance provider match
- The LEA commits to collaborating with the TEA and TA provider to provide classroom, tool, and data access in support of the project goals, including requested common measures in continuous improvement cycles (e.g., periodic student performance measures) Note: Not to be used for accountability purposes
- The LEA understands and commits to completing the following milestones with TA provider support:
  - COVID Recovery and Acceleration Plan
  - Stakeholder Presentation
  - Priority Areas, Goals and Improvement Plans
  - Improvement Reviews
  - Following School Year Planning and Reflection
- If selecting Data Fellow Option - The LEA commits to using funds provided for the Data Fellow for payroll, stipends, and/or other allowable costs related to funding the central data fellow(s)
- If selecting Data Fellow Option - The LEA commits to having their Data Fellow join TEA facilitated Data Fellow Cohort training and programming as well as deliver TEA required tools

Do you commit to these Decision 1 assurances?

Yes

## D2 HQIM Core

# Decision 2: HQIM Core Approved Products Requested Information

You indicated that your LEA wants **high-quality instructional materials core approved products**. This decision includes the following supports:

- **2a. LEA Implementation Support, System-wide Professional Learning and Stipends** – This includes LEA implementation support to develop clear goals for

each instructional content area, design clear implementation roles and responsibilities across the district, develop clear plans to provide aligned training and supports to teachers, coaches, and administrators and facilitation support for LEA collective learning. Additionally, this support includes access to professional learning for teachers, coaches and administrators aligned specifically to the core products being implemented. These supports may be provided as in-kind services to LEAs (similar to TEA's CRIMSI and/or Math Zones initiative) or as grant funds to districts where they will be able to contract directly with a state approved vendor (list will be published on the TEA TCLAS website on August 11th). LEAs will have the option to select their preference. For LEAs that select and participate in the in-kind supports, a minimum \$1,000 stipend will be available to all educators and coaches successfully completing the professional development and data submission requirements included as a part of the TEA program.

- **2b. Access to Print and Physical Materials** - LEAs may request access to all print and physical materials needed to implement any of the approved Tier 1 products. This includes full sets of printed materials for teachers and students and all additional materials necessary to support implementation (e.g., trade books, student readers, manipulatives, etc.). For printed materials purchased by LEAs prior to June 20th 2021, LEAs will be eligible to submit a request for reimbursement. For print materials requested after June 20th, LEAs will provide TEA with specific order requests. TEA will work directly with publishers to order and ship materials to LEAs. TEA will collect order requests from LEAs approximately once per quarter, subject to change.
- **2c. Funding for Literacy and Math Coaches** - LEAs may access funds to hire math and literacy coaches at elementary schools using products on the state approved list. Coaches will be required to complete the required trainings to support core Tier 1 products on the approved list.

Note: All supports listed above are only available for the list of approved core products listed in the survey below. Additionally, LEAs may request 2a supports and 2b supports independent of one another. LEAs may only access 2c supports based on the numbers of teachers and coaches participating in 2a activities.

Please provide the following information to complete this request.



Select at least one Tier 1 product from approved list you plan to pilot and/or fully adopt to access the services included in Decision 2.

- K-5 Amplify Texas Elementary Literacy Program (Full English Program: Knowledge and Skills)
- K-2 Amplify Texas Skills Program (English Foundational Literacy/Phonics Curriculum only)
- K-5 Amplify Texas Lectoescritura En Espanol (Full Program - starting Spring 2022, this will include a Spanish foundational literacy/phonics program)
- K-2 Spanish Skills (foundational literacy/phonics program- available starting spring 2022)
- 6-8 Amplify ELAR Texas
- 9-12 Odell Texas HS Literacy Program
- K-5 Eureka Math TEKS Edition
- 6-8 Carnegie Learning Texas Middle School Math Solution
- 9-12 Carnegie Learning Texas High School Math Solution
- Teaching Strategies (Pre-K Learning Solution for Texas)
- K-5 PhD Science TEKS Edition

(For Math K-8 only) Do you want to implement a blended learning model (similar to TEA's Math Innovation Zones)?

- Yes
- No

## Decision 2 Application Questions

Decision 2. Does your LEA want support in the following areas?

	Yes	No
2a(1). District implementation support	<input type="radio"/>	<input type="radio"/>
2a(2). Aligned, product-specific professional learning for teachers and coaches (includes a minimum \$1,000 stipend for participants completing the TEA program requirements)	<input type="radio"/>	<input type="radio"/>
2b. Print and physical materials	<input type="radio"/>	<input type="radio"/>
2c. Literacy and math coaches	<input type="radio"/>	<input type="radio"/>

## Decision 2 Application Questions

Please indicate whether your LEA prefers to receive in-kind technical assistance from TEA (similar to TEA CRIMSI and Math Zones initiatives) or grant funds to hire from the state-approved vendor list for each of the following:

Note: Teacher/Coach stipends ARE included with Supports through TEA. Teacher/Coach stipends are NOT included with the State-Approved Vendor option.

	Prefer to access Supports through TEA Program (similar to CRIMSI and Math Zones (includes teacher/coach stipends))	Prefer to contract directly with State-Approved Vendor (does NOT include teacher/coach stipends)
2a(1). District implementation support	<input type="radio"/>	<input type="radio"/>
2a(2). Aligned, product-specific professional learning for teachers and coaches	<input type="radio"/>	<input type="radio"/>

Is your LEA currently participating in TEA’s CRIMSI program to implement approved products in SY 2021-2022?

- Yes
- No

### For current CRIMSI LEAs only:

Please input the number of teachers and coaches you would like to continue in Year 2 of the CRIMSI program to receive ongoing professional learning supports ONLY for the specific products your LEA is piloting this school year (SY 2021-22). Please note, LEAs will have the opportunity to add teachers/coaches for new products in the chart below.

Qualtrics Survey Software

	# of Pre-K	# of K-12 RLA Teachers	# of K-12 Math Teachers	# of K-5 Science Teachers	# of Total Coaches
Ongoing Support in SY 2022-23	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

## Decision 2 Application Questions

2a(2). Aligned, product-specific professional learning for teachers and coaches. Provide the number of participants to receive **aligned professional learning for teachers, coaches and administrators** for each timeframe.

### Calculation notes:

- LEAs may include the same teacher in all time frames listed below if that teacher is planning to participate in the pilot. For example, a teacher plans to pilot a unit in spring 2022, a different unit in summer 2022, the full product during the 2022-23, and the full product during 2023-24. This teacher may be included in the total count for each row in the chart.
- The same teacher is eligible to pilot up to two products at the same time. For example, a self-contained elementary teacher may pilot both the RLA and Math product at the same time and be counted in two different columns (both the RLA and Math column).
- A teacher should only be listed once if they are piloting one product across multiple grades (e.g., an elementary math teacher is piloting the product in a 3rd grade and 4th grade class)

### Stipend eligibility notes:

- Only teachers and coaches participating in the TEA CRIMSI program will be eligible for stipends. LEAs that receive grant funds to contract directly with state approved vendors will not be eligible for stipends. LEAs have the opportunity to indicate their preference in a previous question.
- Minimum stipend amounts will be \$1,000 per eligible teacher and coach
- Individual teachers are eligible for one stipend for a unit pilot and one stipend for a full-year implementation pilot for each product. For example, a 3rd grade Math teacher using the approved math product may be planning to pilot a unit in spring 2022, a unit in summer 2022, the full product in SY 2022-23, and the full product in 2023-24. This teacher would be eligible for two stipends, one for the first unit pilot and a second for the first full-year pilot. If this teacher also decides to pilot another approved product (e.g., the RLA product), they would be eligible for similar stipends for that additional product.

Enter number of participants piloting the approved products during the different time frame listed below.

Note: Spring 2022 and Summer 2022 pilot teachers may be included in counts for Full-Year Pilot during SY 2022-23 and continued support during SY 2023-2024..

	# of PK Teachers	# of K-12 RLA Teachers	# of K-12 Math Teachers	# of K-5 Science Teachers	# of Coaches
Spring 2022 Pilot	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Summer 2022 Pilot (1 unit only)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Full Year Pilot during SY 2022-23 (Full Product)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Continued Support for SY 2023-24 (Full Product)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

## Decision 2 Application Questions

2b. **Access to Print and Physical Materials** - Provide the number of teachers and staff to receive **print and physical materials** for each timeframe. Individual teachers may be counted only once to receive the full product for each content area. Teachers may be counted multiple times if implementing multiple products across content areas. Enter '0' for timeframes that you will not participate.

Note: Spring 2022 and Summer 2022 pilot teachers may be included in counts for Full-Year Pilot during SY 2022-23.

	# of Pre-K Teachers	# of K-12 RLA Teachers	# of K-12 Math Teachers	# of K-5 Science Teachers
Full-Year during SY 2021-22 (Full Product) Note: For this time frame only, TEA will reimburse LEAs for purchases prior to June 2021	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Spring 2022 Pilot (1 unit only) TEA to purchase directly from approved vendors and ship to LEAs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Summer 2022 Pilot (1 unit only) TEA to purchase directly from approved vendors and ship to LEAs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Full-Year Pilot during SY 2022-23 (Full Product) TEA to purchase directly from approved vendors and ship to LEAs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

## Decision 2 Application Questions

2c. Select year to receive **literacy and math coaches services**. Only teachers participating in 2a professional learning supports will be eligible to receive funding for a coach. Coaches will also be required to participate in professional learning supports specific to the product in which they are supporting. LEA may select multiple years of support.

- School year 2021-22
- School year 2022-23
- School year 2023-24

# Decision 2a: HQIM Core Approved Products List of Assurances

## 2a. LEA Implementation Support, Professional Learning and Stipends LEA Commitment

- The LEA has appointed a LEA initiative lead to serve as the primary point of contact
- LEA leadership created content specific task force to support planning and implementation
- LEA leadership commits to completing a required set of planning tasks and deliverables School and Teacher Commitment
- The LEA has appointed a LEA or school initiative lead to serve as the primary point of contact. This may be the same lead identified for LEA implementation supports
- The proposed school leader(s) have approved participation
- The proposed teachers and coaches have agreed to participate

### Planning

- The LEA or school initiative lead understands that attending pre-pilot virtual onboarding and an individual planning session is a requirement to prepare for successful implementation
- The LEA or school initiative lead understands that attendance and participation in ongoing check-ins for the duration of the initiative is a requirement to support successful implementation. Check-ins may include individual and group sessions

### Implementation

- Participants understand that instructional materials must be piloted and implemented as intended, including following the scope and sequence, using the curriculum-embedded assessments, and meeting the minimum number of instructional minutes
- The LEA and campus(es) agree to adapt the daily schedule as needed to support the minimum number of instructional minutes necessary for the pilot product(s). No action may be needed if schedules already allow for the minimum number of instructional minutes Professional Learning

### Additional Initiative Considerations

- The LEA agrees to ensure all local Board policies are met (for example, if LEAs are required to obtain Board approval to use materials in classrooms for the initiative). Note that most LEAs only need Board approval to officially adopt and purchase materials, so no action may be needed.
- The LEA and participating campus(es) agree to develop a plan to support caregivers of students participating in the initiative in alignment with local LEA policy (for example, caregiver communications, securing permissions, requesting feedback, etc.)

### Math Zones Designation

- The LEA must contract with an approved Design and Implementation vendor in the spring prior to implementation.
- The LEA must implement a TEA approved software program.
- The LEA must submit the Blended Learning Strategic Plan in the spring prior to implementation.
- The LEA must submit software progress data as requested by TEA

## Decision 2b: Print Materials List of Assurances

- The applicant is acknowledging print orders are from products on approved list
- Print orders are for the specific units and full-year products provided by TEA

## Decision 2c: Math and Literacy Coaches List of Assurances

- Coaches are required to complete professional development requirements to receive continued funding
- Coach primary responsibility is to provide job-embedded coaching and feedback supports to teachers implementing approved core products

Do you commit to these Decision 2 assurances?

Yes

## D3 HQIM Supplemental

# Decision 3: HQIM Supplemental Approved Products Requested Information

You indicated that your LEA wants **high-quality instructional materials (HQIM) supplemental approved products**. This decision includes the following supports:

- **3a: Licenses for approved blended learning products:** This includes grant funds for licenses for K-8 Math blended products on the state approved product list . LEAs will provide TEA with specific order requests. TEA will work directly with publishers to order licenses for approved products.
- **3b: Progress monitoring and evaluation:** This includes reimbursement for the purchase of Tier 2 and 3 products aligned to approved core Tier 1 products (outlined in Decision 2) . LEAs will be allowed to list up to five products they are requesting.
- **3c: Decodable texts for Learning to Read:** Learning Dynamics supports students still learning to read and decode, grounded in the five principles of reading (phonemic awareness, phonics instruction, fluency, vocabulary, and comprehension). This program is recommended for grade Pre-K 4 – 1st grade and is designed to be implemented at home by parents or in the classroom by teachers. LEAs will provide TEA with specific order requests. TEA will work directly with the publisher to order and ship the decodable text kits directly to LEA-provided shipping address.
- **3d: Dyslexia intervention tool:** This is an in-kind support, providing the program Amplio, which allows dyslexia interventionists to maximize their intervention time and reduce administrative tasks. Amplio provides secure access to digitized English and Spanish dyslexia curriculums and resources necessary for dyslexia interventionist to deliver group sessions with individualized, secure workspaces
- **3e: College prep course support:** This includes grant funds to purchase the Texas College Bridge program, which builds college readiness skills with free, online, personalized, self-paced college preparatory courses in English language arts and mathematics to juniors and seniors. This support also includes a diagnostic assessment, a personalized study plan to meet students' specific learning needs, and an assigned instructor to help support each student. Technical assistance and licenses for the online college preparatory courses in English language arts and mathematics (EdReady) are provided at no cost to LEAs; TEA also funds teacher



and counselor stipends per course per student and TSIA testing fees upon student completion of course

Which of the following HQIM supplemental approved products or services are you interested in receiving as part of the TCLAS application?

- 3a. Licenses for state-approved blended learning products
- 3b. Progress monitoring and intervention tools
- 3c. Decodable texts for learning to read
- 3d. Dyslexia Intervention Tool
- 3e. College Bridge-College Prep Math and English

### Decision 3 Application Questions

3a. Provide the number of schools and students to receive access to **state-approved blended learning product** licenses. The list of available state approved blended learning products will be published on August 11th on the TEA TCLAS website.

Note. Districts must use the math approved Tier 1 core high quality instructional materials to access this support.

	School Year 2021-22	School Year 2022-23	School Year 2023-24
Number of Schools	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of Teachers	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of Students	<input type="text"/>	<input type="text"/>	<input type="text"/>

### Decision 3 Application Questions

3b. Provide the number of students to receive **progress monitoring and intervention** support.

Please note: There is no approved list of vendor products for this section. LEAs may list the name of any product, for up to five products, in this section.

	Product Name Vendor - Product	SY 2021-22 Students	SY 2022-23 Students	SY 2023-24 Students
Product 1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Product 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Product 3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Product 4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Product 5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### Decision 3 Application Questions

3c. Provide the number of teachers, students, and at-home kits for **decodable texts for learning to read** support.

Learning Dynamics is the TEA approved product for this section to support students still learning to read and decode. It begins with the basics of learning letters and sounds and incorporates decodable texts. The program is designed to be easy for parents to implement at home in as little as 20 minutes every other day with 50+ decodable texts for each student. It may also be easily incorporated into classrooms (recommended Pre-K 4 - Grade 1) with 20 minute lessons three days per week. Learning Dynamics also provides additional support to young students struggling to read and includes interactive digital lessons for students. This product will be available starting in Spring 2022. TEA will work directly with the Learning Dynamics publisher to purchase and ship kits to LEAs at their specified shipping addresses.

Number of Teachers

Number of Students

Number of At-Home Kits (Includes materials for one caregiver and one student)

### Decision 3 Application Questions

3d. Provide the number of students to receive **Dyslexia Tool** support.

Amplio is the TEA approved tool to support students with dyslexia. It allows dyslexia interventionists to maximize their time with interventions and reduce administrative tasks. The dyslexia intervention platform provides secure access to digitalized English and

Spanish dyslexia curriculums and resources necessary for dyslexia interventionist to deliver group sessions with individualized, secure workspaces. It includes real time progress monitoring for teachers and students, access to Multi-sensory Teaching Approach (MTA) and Esperanza curriculum, and access to platform professional learning opportunities for interventionists. This tool will be available through September of 2023 and LEAs will be able to sign up directly to receive supports.

Number of Students (SY 2021-22)

Number of Students (SY 2022-23)

### Decision 3 Application Questions

3e. Select the school years to receive **College Bridge-College Prep Math and English** services for each timeframe. LEAs may select multiple timeframes.

School year 2021-22

School year 2022-23

School year 2023-24

### Decision 3 Application Questions

3e. Provide the number of students to receive **College Bridge-College Prep Math and English** services for **school year 2021-22**.

School Year 2021-22

# of 11th/12th graders in Texas College Bridge

# of students for English - both 11th and 12th grade

# of students for Math - both 11th and 12th grade

3e. Provide the number of students to receive **College Bridge-College Prep Math and English** services for **school year 2022-23 or 2023-24**.

School Year 2022-23

School Year 2023-24

School Year 2022-23

School Year 2023-24

# of 11th/12th graders  
in Texas College  
Bridge

# of new 11th grade  
students for English

# of new 11th grade  
students for Math

## Decision 3: List of Assurances

- The applicant commits to using all licenses awarded through this decision with fidelity

## Decision 3a: Supplemental Blended Learning Products List of Assurances

### Supplemental Blended Learning Products

- I certify that the licenses purchased are used to support teachers and students adopting an approved Tier 1 core product

## College Bridge

- I certify my LEA includes at least one high school campus serving students in grades 11 and 12 during the 2021-2022, 2022-2023, and 2023-2024 school year
- Campus must identify students who are not yet ready to perform entry-level college coursework in either or both English Language Arts or mathematics.
- The applicant provides assurance that they will enter into a memorandum of understanding with an ISD and at least one institution of higher education to provide college preparatory courses in math and English Language Arts
- The applicant provides assurance that the LEA will sign and submit, through the Texas College Bridge Website, the Participation, Data Sharing and Requirements Agreement, and meet all deadlines of the program.
- The applicant provides assurance that the LEA will comply with Texas Education Code (TEC) §28.014 including, but not limited to: Partnering with at least one Institution of Higher Education (IHE) to develop and provide courses in college

preparatory mathematics and English language Arts. The LEA/IHE may join the TCB MOU. Communicate to students, teachers, counselors, and campus administrators' colleges that will accept the Certificate of Completion and offer the TSI Exemption (TEC §51.338). LEA will limit enrollment to current 11th and 12th grade students who have not yet demonstrated college readiness. LEA will provide notice to each eligible student and the students' parent or guardian regarding the benefits of enrolling in one of both college preparatory courses as outlined in.

- The applicant provides assurance that the LEA will create a LEA implementation plan that details how TCB will be implemented in their LEA and will include:
  - Identifying LEA personnel who will coordinate the TCB roll-out for the LEA and monitor student progress.
  - How the LEA will recruit highly qualified teachers who can facilitate and support students for success in the college preparatory coursework.
  - How the LEA will begin the program early allowing students plenty of time to complete prior to high school graduation.&
  - How the LEA will support students through completion of the program with frequent communication regarding their status.
  - How the LEA will identify technology needs and provide technology and internet access to students.
  - Description of counselors and advising supports that will be provided to all participating students.
  - Budget that details how grant funds will be expended
- The applicant provides assurance that the LEA will add the following domains to their allow-list to ensure staff receive critical communications: @edready.org, @nroc.org, @greenlightcredentials.com, @greenlightlocker.com, @greenlightpassport.com, @dallascountypromise.org, @commitpartnership.org, @tea.texas.gov, and @texascollegebridge.org
- The applicant provides assurance that they will report students who successfully complete the college preparatory course(s) in PEIMS.

Course Long Name	PEIMS	# Credit
College Preparatory Course English Language Arts	CP110100	1.0 Credit
College Preparatory Course Mathematics	CP111200	1.0 Credit

Do you commit to these Decision 3 assurances?

Yes

## Decision 4: Teacher Recruitment Support Requested Information

You indicated that your LEA wants **teacher recruitment support**. This includes the following supports:

- **4a. Paraprofessional stipends to cover tuition, fees, and living stipend:**  
Paraprofessionals completing a bachelor's degree and pursuing teacher certification, or only teacher certification, will receive funding supports, at \$8,000 per candidate for teacher certification only (\$7,500 tuition, fees, and living stipends and up to \$500 for administrative and/or indirect costs) and at \$19,000 per candidate for Bachelor's degree and teacher certification (\$18,000 tuition, fees, and living stipend disbursed over 2 years and up to \$1,000 for administrative and/or indirect costs). Stipends are limited to up to 6 candidates per LEA
- **4b. Teacher stipends for teaching Education & Training (E&T) courses:**  
Teachers who are teaching Principles of Education, Instructional Practices, and/or Practicum may be eligible to receive a stipend at \$5,500 per non-dual credit candidate (\$5,000 teacher stipend disbursed over 2 years and up to \$500 for administrative and/or indirect cost) and \$11,000 per dual credit candidate (\$10,000 teacher stipend disbursed over 2 years and up to \$1,000 for administrative and/or indirect costs). Stipends are limited to up to 2 candidates per high school
- **4c. Funding for Growth of Education & Training (E&T) courses:** LEAs will be awarded grant funding to cover allowable expenses including the following:
  - Event/conference participation, membership fees, and travel costs related to E&T
  - Consumable supplies, instructional materials, and other resources for E&T coursework
  - Substitute teachers needed for E&T teachers out for CTSO related workFor districts who offer E&T courses for Dual Credit or No Existing E&T Courses, up to \$10,000 per high school will be awarded (Up to \$3,000 for travel to TEA Grow Your

Own Institute and up to \$7,000 for the implementation and growth of the E&T programs and organizations, including costs for dual-credit programs) and for districts with existing E&T Courses and No Dual Credit, up to \$8,000 per high school will be awarded (Up to \$3,000 for travel to TEA GYO Institute and up to \$5,000 for the implementation and growth of the E&T programs and organizations, including costs for dual-credit programs)

Which of the following **teacher recruitment support** does your LEA want access?

- 4a. Paraprofessional certification support
- 4b and c. Education and training courses

Please provide the **Percent Teacher Vacancies (SY 2020-21)**

To calculate teacher vacancies for the purpose of this question, please use the following:

- **Denominator:** Total teacher positions. Teacher positions are assignments in an instructional setting with students
- **Numerator:** Total vacant teacher positions in 2020-2021. A vacancy is a budgeted position that could be filled by an employee eligible for TRS membership. Please include positions that were not filled for four and one-half months (18 weeks) or more, or indefinitely.

4a. Provide the number for each category related to **paraprofessional certification support**

LEAs may select up to six total paraprofessionals TOTAL, across both categories listed below, to participate in services.

Number of candidates pursuing a teacher certification only	<input type="text" value="0"/>
Number of candidates pursuing both a Bachelor's degree and teacher certification	<input type="text" value="0"/>
Total	<input type="text" value="0"/>

Provide the current number of supports/programs available in your LEA for paraprofessionals to become certified teachers (e.g., subsidized tuition, college courses taught in district facility, paid leave for course attendance). For example, if the LEA provides all of those supports, they should input "3" in their response. .

#### Decision 4 Application Questions

4b. Provide the **number for teachers** to receive stipends for teaching Education and Training (E&T) courses. The number of candidates cannot exceed the maximum of 2 per high school.

# of teachers teaching E&T courses (not dual credit)

# of teachers who are teaching dual credit E&T courses

#### Decision 4 Application Questions

Does your LEA have high-quality instructional materials for Education and Training courses?

- Yes, we have a comprehensive, high-quality Education and Training curriculum
- Yes, our teachers have instructional materials to support Education and Training courses, but it is not a complete curriculum
- No, we do not have high-quality instructional materials for Education and Training courses

4c. Provide the **number of high schools** to fund for implementation and growth of E&T programs

# WITHOUT existing E&T courses or planning to offer E&T dual credit in 2022 - 2024

# WITH existing E&T offering and NOT planning to offer as dual credit in 2022 - 2024



## Decision 4: Teacher Recruitment Support List of Assurances

### General Assurances:

- LEAs must select candidates that meet the requirements listed in this [document](#).
- Participants and candidates must commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- LEAs must commit to hiring/retaining candidates upon satisfactory completion of the program and/or job performance.
- LEAs must follow funding guidance as stated in the Required Grant Application Information section.
- The applicant must submit quarterly reports on performance measures to TEA.
- All grant-funded participants/candidates must be identified and submitted to TEA by March 1, 2022.
- The applicant must file budget amendments within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.
- The applicant must file budget amendments within 7 days of a request from TEA.

### For Paraprofessional Certification Supports:

- LEAs must allow reasonable paid release time and schedule flexibility to candidates for class attendance and completion of course requirements.
- The applicant must have a signed letter of commitment or MOU from an Accredited, Accredited-Not Rated, or Accredited-Warning Educator Preparation Program that will partner with the LEA(s) to award teacher certifications to participants. The letter of commitment or MOU will be presented to TEA for approval after the preliminary selection of grant awardees and no later than May 31, 2022.
- All certification-only candidates will be certified by the same partner Educator Preparation Program (EPP) as a cohort managed collaboratively by the LEA and EPP.
- All candidates receiving funding to earn a bachelor's degree and teacher certification must do so within two (2) years and serve as a teacher of record in the LEA by the 2024-2025 school year.

## For Education and Training Supports:

- The applicant must assure that each high school campus within the participating LEA will implement at least the Instructional Practices and/or Practicum courses in the Education and Training course sequence in 2022–2023, and at least both stated courses in 2023–2024, with the teachers receiving the stipend as teachers of record for both or either courses.
- Any participant receiving a stipend for the dual-credit E&T courses must be the teacher of record for at least one dual credit course section in 2022-2023 and two dual credit course sections in 2023-2024 within the E&T course sequence.
- All LEA high schools must establish and/or grow a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event per year each grant year.
- All LEA high schools must participate in an initial TEA-led GYO Institute on or around June 27–29, 2022, with participants including E&T course teachers, campus principals, and college/career counselors. Principals and counselors will only be required to attend the first day. Attendance by grant managers, IHE/EPP partners, and student ambassadors is recommended and optional.
- Each participant receiving a grant stipend must pilot the Education and Training curriculum if they are not currently using a high-quality Education and Training curriculum and agree to receive implementation supports and coaching. Participants may be asked to participate in focus groups and surveys to give input on the Education and Training Curriculum.
- All LEA high schools must submit their plan for marketing and student recruitment to TEA each year.

Do you commit to these Decision 4 assurances?

Yes

## Decision 5: Residency Program Support Requested Information

You indicated that your LEA wants to receive **residency program support**. This support includes:

- **5a. Teacher resident stipends:** This includes living stipends for teacher residents. Residents must be enrolled in an Education Preparation Program included on the Vetted Teacher Residency list and must be completing their pre-service clinical experience for a full academic year. These funds will support a maximum of 20 residents per year per LEA applicant
- **5b. Flexible funding for implementation support:** This includes grant funding of \$5,000 per teacher resident per year to be used at LEA discretion to support the residency and innovative staffing implementation, and is contingent on meeting the requirements for 5a (noted above)
- **5c. Innovative staffing design and implementation support:** These are in-kind technical assistance services to design and implement an innovative staffing model that allows for long-term, sustainable funding of teacher resident salaries. This training and technical assistance support will be provided in SY 2022-2023 and SY 2023-2024. Note that LEAs will be matched with a technical assistance provider

Select your Education Preparation Program (EPP) partner(s) from the approved Vetted Teacher Residency list.

- Relay Graduate School of Education
- Urban Teachers
- Tarleton State University
- University of Texas at El Paso
- Texas State University
- Texas A&M University - Commerce
- University of Houston
- Texas A&M University
- University of Texas - San Antonio
- Sam Houston State University
- Baylor University
- University of Texas Permian Basin
- University of Houston-Downtown

- Texas Tech University
- Texas A&M University - San Antonio

### Decision 5 Application Questions

5a. Decision 5a provides living stipends for teacher residents engaging in a year-long teacher residency within the LEA.

Please provide the number of teacher residents you would like to provide with stipends annually. Maximum number is not to exceed 20 in a school year. (Note: the numbers you provide for each year represent a new cohort of teacher residents, for up to three cohorts overall).

School Year 2021-22

School Year 2022-23

School Year 2023-24

### Decision 5 Application Questions

5b. Select year to receive flexible funding to support teacher residency implementation. LEAs may select more than one year.

- School year 2021-22
- School year 2022-23
- School year 2023-24

### Decision 5 Application Questions

Decision 5c provides in-kind technical assistance support to design and implement an innovative staffing model.

Is the LEA already engaged in this support with Public Impact or US PREP technical assistance partners in the 2020-21 and/or 2021-22 school year?

- Yes
- No

Provide number of placement schools to receive **innovative staffing design and implementation support** services.

School Year 2022-23

School Year 2023-24

Number of Placement  
Schools

## Decision 5: High-Quality, Sustainable Teacher Residencies List of Assurances

### Applicant-EPP Partnership:

- The applicant must assure that they have a signed letter of commitment or an established memorandum of understanding (MOU) with an educator preparation program included on the 2021-2022 Vetted Teacher Residency Program list.
- The applicant must assure that they will hold structured governance meetings with their EPP partner at least three times annually to analyze teacher resident data and develop plans for teacher residency continuous improvement.
- The applicant must assure that they will provide preferential hiring, to the greatest extent possible, to teacher residents who have successfully completed the teacher residency program and received standard certification.
- The applicant must assure that they will report the following data to TEA annually:
  - Number of teacher residents participating in the year-long teacher residency,
  - Demographics of teacher residents participating in the program,
  - Number and type of teacher certifications awarded to teacher residents,
  - Number of teacher residents hired as full-time teachers within the LEA the following year.
- The applicant commits to attending quarterly High-Quality, Sustainable Teacher Residency webinars in SY 2021-22.

### Teacher Residency Program Structure:

- The applicant and EPP partner must assure that they will collaboratively develop a teacher resident profile, aligned with the applicant's educator pipeline needs, that they assure will be used to recruit, select, and place teacher residents.

- The applicant and EPP partner must assure that the teacher resident year-long clinical teaching assignment is one academic year (28 weeks minimum) in length, with the teacher resident spending at least 3 days per week on the assigned campus under the supervision of the cooperating teacher.
- The applicant and EPP partner must assure that they will collaboratively develop a cooperating teacher profile, that includes consideration of the cooperating teacher's impact on student achievement, to recruit and select high-quality cooperating teachers.
- The applicant and EPP partner must assure that they will provide training and support in mentorship and co-teaching best practices for cooperating teachers.
- The applicant and EPP partner must assure that they will adhere to all educator preparation program requirements in the Texas Administrative Code (TAC).

### **Innovative Staffing Design and Implementation:**

- The applicant must assure that a designated team of district, campus, and partner EPP-level leaders will actively participate in innovative staffing model training and technical assistance support activities beginning in SY 2022-2023. The designated team must include at least one district and EPP-level leader and a selected set of leaders from each campus on which teacher residents are placed.
- The applicant must assure that they will design and implement an innovative staffing model plan that will ensure that the teacher residency model will be sustainable, fully-funded by district dollars, by SY 2024-2025. The plan must include sustainable funding for teacher resident stipends/salaries.

### **High-Quality, Sustainable Residency Funding:**

- The applicant must assure that they will provide each teacher resident placed within the district a stipend of at least \$20,000.
- The applicant must assure that they will allocate and use the residency and innovative staffing implementation funding specifically for program specific requirements.

Do you commit to these Decision 5 assurances?

Yes

## Decision 6: Vetted Texas Tutor Corps (VTTC) Tutoring Supports Requested Information

You indicated that your LEA wants to receive **Vetted Texas Tutor Corps (VTTC) Tutoring Supports**. The Vetted Texas Tutor Corps (VTTC) includes access to high-quality instructional tutoring materials from approved TEA vendors in Grades K – 8 for RLA and Math, access to an approved tutoring platform, and trainings for tutors on the approved products from approved technical assistance providers. TEA will contract directly with vendors included in the VTTC so the costs to access these services will be subsidized for districts. LEAs participating in the VTTC will be required to utilize all approved vendors as a part of this program.

The TCLAS supports include grant funds for districts that cover any remaining costs associated with accessing and implementing the resources included in the VTTC. Eligible use of funds includes stipends for tutors using the approved tools, any additional licensing fees to access the approved products, and any additional professional learning fees associated with training tutors to use the approved products.

Please note, the contracts to identify approved vendors for the VTTC are currently under solicitation so TEA is currently unable to share information about the final list of approved vendors. Once the solicitation is complete, TEA will notify LEAs of the approved list. Any LEA will have the option to cancel the grant if they do not wish to work with the final list of partners selected for the VTTC.

6a. Is the LEA planning to utilize the TEA subsidized high-quality instructional materials, tutoring platform, and tutor training provided through the VTTC?

 Yes No

## Decision 6 Application Questions

Utilizing the TEA subsidized high-quality instructional materials, tutoring platform, and tutor training provided through the VTTC is a prerequisite for funding.

What areas will the LEA provide tutoring for students in grades K-8?

Reading

Math

Enter information about your LEAs tutoring services based on time of day/school year.

### Application Guidance to Calculate Average Total Minutes for Tutoring

HB 4545 requires 30 hours of accelerated instruction (i.e. tutoring) for any student who did not perform satisfactorily on administered state assessments. Enter the average number of hours you anticipate providing tutoring supports for specified student groups for all time frames listed in the chart below. Assume these time frames are for next school year (2021-22) and summer of 2022.

#### Calculation examples

**Example for completing “During After School” row** - LEA plans for students who did not perform satisfactorily on administered state assessments to receive tutoring supports 30 minutes per week after school for 30 weeks of the year.

- Calculation: 30 minutes once per week \* 30 weeks = 900 minutes (15 hours)  
LEA only needs to enter the number “900” in the text box.

**Example for completing “During Summer” row** - LEA plans for students who did not perform satisfactorily on administered state assessments to receive tutoring supports for 90 minutes each day during a 30 day summer school

- program. Calculation: 90 minutes per day \* 30 day program = 2,700 minutes.  
LEA only needs to enter the number “2,700” in the text box.

**Calculation Note:** TEA recognizes different students may receive tutoring supports for different amounts of time. LEA should calculate this section based on the minimum requirements for a student not performing satisfactorily on administered state assessments. TEA recognizes submitted numbers are estimates and are subject to change. TEA will not hold LEAs accountable to implementing based on submitted numbers.



**Average Number of Minutes for Tutoring** (e.g., 30 minutes once per week for 30 weeks = 900 minutes). LEA only needs to enter the number “900” in the text box.

Before school day	<input type="text"/>
During school day	<input type="text"/>
After school day	<input type="text"/>
During summer programming	<input type="text"/>

**Application Guidance to Calculate Number of Students**

Estimate the total number of students participating in the tutoring service by time of day. Estimates include both students that do not perform satisfactorily on state assessments and are required to receive 30 hours of accelerated instruction to meet HB4545 requirements as well as all students who will have access to tutoring supports. Assume these time frames are for next school year (2021-22) and summer of 2022

• **Calculation Examples:**

- **Example for completing “During After School” row** - 100 students did not perform satisfactorily on administered state assessments and are required to receive accelerated instruction as a part of HB4545. The district chooses to offer these students access to tutoring supports after school. Additionally, another 200 students, who are not held to HB4545 requirements but still need additional support, will also be offered after school tutoring services. The LEA should input 100 into the first column and 200 into the second column in the chart.

- **Calculation Note:** TEA recognizes numbers and percentages are estimates and are subject to change. TEA will not hold LEAs accountable to implementing based on submitted numbers.

	Number of students receiving tutoring supports that did not perform satisfactorily on state assessments and require 30 hours of accelerated learning to meet HB4545 requirements	Number of students receiving tutoring supports that are NOT required to complete 30 hours of accelerated learning by HB4545
Before school day	<input type="text"/>	<input type="text"/>
During school day	<input type="text"/>	<input type="text"/>
After school day	<input type="text"/>	<input type="text"/>
During summer programming	<input type="text"/>	<input type="text"/>

## Decision 6: Vetted Texas Tutor Corps (VTTC) Tutoring Supports Requested Information

Enter the number of students and tutors for tutoring services by school year for **Reading**.

	# of students to receive tutoring in Reading Students	# of tutors needed to provide instruction a minimum of one time per week in a 3:1 setting for Reading Tutors
School Year 2021-22	<input type="text"/>	<input type="text"/>
School Year 2022-23	<input type="text"/>	<input type="text"/>
School Year 2023-24	<input type="text"/>	<input type="text"/>

Enter the number of students and tutors for tutoring services by school year for **Math**.

	# of students to receive tutoring in Math Students	# of tutors needed to provide instruction a minimum of one time per week in a 3:1 setting for Math Tutors
School Year 2021-22	<input type="text"/>	<input type="text"/>
School Year 2022-23	<input type="text"/>	<input type="text"/>
School Year 2023-24	<input type="text"/>	<input type="text"/>

## Decision 6: Tutoring List of Assurances

- LEAs agree to adhere to statutory requirements for accelerated instruction.
- LEAs will participate in data collection and reporting to TEA on the efficacy and impact of tutoring programs.
- LEAs agree to cover any additional costs associated with the use of the high-quality instructional materials and resources provided through the Vetted Texas Tutor Corps (VTTC).
- LEAs agree to cover any additional costs associated with the use of the VTTC online tutoring platform for in-person and remote tutoring sessions
- LEAs agree to cover any additional costs associated with the recruitment and training for tutors trained by TEA approved providers.

Do you commit to these Decision 6 assurances?

Yes

## D7 ADSY Planning and Execution

# Decision 7: School Day/Calendar Redesign

You indicated that your LEA wants to participate in the **Additional Days School Year (ADSY) Planning and Execution Program** - School Day/Calendar Redesign. LEAs participating in this program are committed to redesigning the school day and the calendar year at select campuses that serve grades within the PK-5 grade band so they can create a continuous, coherent 210-day program for all enrolled students. As a part of the redesign, campuses will focus on decreasing the instructional minutes per day to increase time for teacher planning and student brain breaks.

Participating LEAs will go through a year-long planning process before implementing a redesigned calendar the following year. The planning year will involve the completion of a detailed strategic plan with third-party review as well as a local board approval of an ADSY calendar with 210 days. LEAs who receive a satisfactory review of their strategic plan and obtain calendar approval will be eligible for execution funding supports. Failure to complete either part would mean the LEA is ineligible for execution funding and would not be able to utilize those funds.

This decision includes the following supports:

**7a. Technical Assistance and Learning Community Support** This set of supports includes:

- Expert technical assistance to support the design & implementation of ADSY Full Year Redesign strategic plan.

- Expert-led learning community with monthly meetings with other LEAs across cohort (as capacity allows).

- Review and feedback on LEA-created strategic plan.

- Guided annual continuous improvement/reflection process for up to three execution years

**7b. Funding for Redesign Project Manager** - Salary for designated project manager to drive cross-departmental collaboration and strategic plan development. LEA who do not obtain local board approve of a 210-day calendar by March prior to the execution year will not be eligible to spend grant funds on a Redesign Project Manager in the execution year.

**7c. Operational Funding for Academic Calendar Adjustments** - Funding to support five additional days of operation to help LEAs reach a 180-day calendar at participating campuses in execution years. LEAs who do not obtain local board approval of a 210-day calendar by March prior to the execution year will not be eligible to utilize grant funds for operational funding.

Note: LEAs can only access grant funds for 7b or 7c if they have or are currently participating in 7a.

### Decision 7 Application Questions

Has your LEA previously fulfilled all ADSY Planning and Execution Program Full Year Redesign planning requirements in the 2020-21 school year (including approved 210-day calendar for 2021-2022 school year) and remained in good standing in the program?

- Yes
- No

List the names of all proposed campuses for the school day/calendar redesign. Please separate campus names using a comma [ , ]. Please note participating campuses will need to create a 210-day school year for all enrolled students.

Does any campus listed above already conduct a board-approved 180-day traditional calendar? Please note that a 180-day board-approved calendar is not required until the execution year.

- Yes
- No

(Optional) What is the name of the preferred Design and Implementation vendor for the program?

- Always Be Learning (ABL)
- engage2learn
- FourPoint Education Partners
- Safal Partners
- Westat

7a. For each school year, how many campuses will participate in each of the following time periods? Note: Planning begins in the fall, with a set of planning requirements due in the spring. LEAs successfully completing planning requirements are able to continue with implementation support the following school year.

Planning SY 2021-22, implementation SY 2022-23

Planning SY 2022-23, implementation SY 2023-24

Planning SY 2023-24 (implementation support NA)

### Decision 7 Application Questions

7b and 7c. Does your LEA want funding for a redesign **project manager** and/or **funding to support five additional days of operation** to help LEAs reach a 180-day calendar at participating campuses for the following school years?

	7b. Redesign project manager	7c. Operational funding for calendar adjustments
School Year 2021-22	<input type="text" value="v"/>	<input type="text" value="v"/>
School Year 2022-23	<input type="text" value="v"/>	<input type="text" value="v"/>
School Year 2023-24	<input type="text" value="v"/>	<input type="text" value="v"/>

### Decision 7 Application Questions

7c. Enter the SY 2021-22 student enrollment at participating campuses for the time period below. Note: LEAs starting in future time periods should still input current SY 2021-22 enrollment numbers at each campus. If a campus with Pre-K – 5 students also includes students beyond Grade 5, they may include all students in the estimates (e.g., a K-12 campus may include all enrolled students).

The funding to help LEAs successfully reach 180 instructional days will be available during the first year of execution if the LEA successfully obtains approval for a 210-day calendar during the planning year. LEAs who do not obtain local board approval of a 210-day redesigned calendar for participating campuses by March prior to the first year of execution will not be eligible to utilize these grant funds.

Total enrollment for all Pre-K - 5 campuses who completed planning in 2020-21 and are going into first year of execution in 2021-22 (only former ADSY Redesign campuses eligible)

Total enrollment for all Pre-K – 5 campuses completing planning in 2021-22 with the intention of completing the first year of execution in 2022-23

Total enrollment for all Pre-K – 5 campuses completing planning in 2022-23 with the intention of completing the first year of execution in 2023-24

### Decision 7: Redesign List of Assurances

- Grantees will meet all ADSY eligibility requirements for participating campuses, including:

- Serve at least one grade level within grades PreK-5
- Campus academic calendar(s) will have at least 180 instructional days, not including staff development waivers
- Campus academic calendar(s) will have at least 75,600 operational minutes
- Host ADSY days on separate days from regular instructional calendar days
- Grantees will meet ADSY Planning and Execution Program implementation requirements for participating campuses, including:
  - Create a comprehensive Strategic Plan utilizing the planning resources and templates provided in the grant program
  - Design a cohesive 210-day program
  - Update daily master schedule to increase planning time for teachers and enrichment time for students
  - Contract with an approved ADSY PEP Full Year Redesign Design & Implementation vendor
  - Participate in all learning community sessions during the 2021-2022 school year (up to one day per month)
  - Participate in three annual reflection processes following the planning year to continuously improve summer programs based on existing data
- Grantees commit to forming a cross-departmental Steering Committee, including a representative from the Finance team, to guide full year redesign planning
- Grantees commit to bringing an ADSY calendar to their school board for approval by March 1st of the year prior to their selected year of implementation. Should the board not approve an ADSY calendar that includes a base 180 days with 30 additional ADSY days, grantee will not be eligible to utilize execution funding.
- Operations funding covered by support 7C are intended to support any cost of increasing a base calendar to 180 days in the implementation years. Grantees who do not receive local board approval of an ADSY-eligible calendar are not eligible for operations funds.
- Grantees agree to conduct an ADSY PEP approved interim assessment and agree to share program effectiveness data with TEA, including student outcomes and stakeholder engagement
- Grantees commit to utilizing high quality instructional materials during summer programming. TEA defines high quality instructional materials as those that:
  1. are aligned to research-based instructional strategies in the content;
  2. support all students in accessing grade-level content;

3. include embedded assessments/progress monitoring aligned to the materials;  
and
  4. include implementation supports that are educative for teachers
- To meet this definition for participating campuses, LEAs shall use Math and English materials listed on
    1. Texas Home Learning;
    2. Texas Resource Review (rated 80% or higher), or
    3. Materials evaluated by the LEA in partnership with their Technical Assistance provider using established Texas Resource Review rubrics and rated 80% or higher.

Do you commit to these Decision 7 assurances?

Yes

## D8 Strong Summer Program

# Decision 8: Strong Summer Program Requested Information

You indicated that your LEA wants to participate in the Strong Summer Program. LEAs participating in this program are committed to creating a summer program with at least 25 additional 6-hour days utilizing Additional Days School Year (ADSY) funding in addition to a traditional 180 calendar at participating campuses that serve at least one grade from PK-5.

Participating LEAs will go through a year-long planning process before implementing a summer program in the summer immediately following the planning year. The planning year will involve the completion of a detailed strategic plan with third-party review as well as a local board approval of an ADSY-eligible calendar of 180 instructional days at participating campuses. LEAs who receive a satisfactory review of their strategic plan and obtain calendar approval will be eligible for execution funding supports along with a three-year continuous improvement process. Failure to complete either part would mean the LEA is ineligible for execution funding and would not be able to utilize those funds.



Funding support is in collaboration with the Wallace Foundation and Community Foundations of Texas.

This decision includes the following supports:

**8a. Technical Assistance and Learning Community Support - Expert** technical assistance to support Design & Implementation of ADSY Strong Summer Program strategic plan. Expert-led learning community with monthly meetings with other LEAs across cohort (as capacity allows). Review and feedback on LEA-created strategic plan. Guided annual continuous improvement/reflection process for three execution years

**8b. Funding for Summer Learning Project Manager - Salary** for designated project manager to drive cross-departmental collaboration and strategic plan development

**8c. Operational Funding for Academic Calendar Adjustments - Funding** to support five additional days of operation to help LEAs reach a 180-day calendar at participating campuses in execution years.

Note: LEAs can only access grant funds for 8b or 8c if they have or are currently participating in 8a.

## Decision 8 Application Questions

Has the LEA previously fulfilled all ADSY Planning and Execution Program Voluntary Summer Learning planning requirements in the 2020-21 school year (including approved 180-day calendar for 2021-2022 school year) and is in good standing?

Yes

No

## Decision 8 Application Questions

List the names of all proposed campuses for the strong summer program regardless of when they begin their planning year. Please separate campus names using a comma[ , ].

Please note participating campuses will need to obtain board approval of a 180-day traditional calendar for participating campuses and conduct a minimum 25-day summer program for participating students.

Does any campus listed above already conduct a board-approved 180-day traditional calendar? Please note that a 180-day board-approved calendar is not required until the execution year.

- Yes
- No

(Optional) What is the name of the preferred Design and Implementation vendor for the program?

- SCRI & BellXcel
- Big Thought
- Forum for Youth Investment
- FourPoint Education Partners
- Westat

8a. For each school year, list the number of participating campuses in the Strong Summer Program in the time outlined below.

Note: Planning begins in fall, with a set of planning deliverables required in the spring. Campuses are then expected to implement that following summer.

Planning SY 2021-2022, implementation summer of 2022 as part of SY 2022-23

Planning SY 2022-2023, implementation summer of 2023 as part of SY 2023-24

Planning SY 2023-23, implementation in summer of 2024 (implementation support not available with TCLAS funds)

### Decision 8 Application Questions

8b and c. Does your LEA want funding for a **summer learning project manager** and/or **operational funding for calendar adjustments** to get to 180-instructional days for the following school years?

	8b. Summer learning project manager	8c. Operational funding for calendar adjustments
School Year 2021-22	<input type="checkbox"/>	<input type="checkbox"/>
School Year 2022-23	<input type="checkbox"/>	<input type="checkbox"/>
School Year 2023-24	<input type="checkbox"/>	<input type="checkbox"/>

### Decision 8 Application Questions

8c. Enter the SY 2021-22 student enrollment at participating campuses for the time period below. Note: LEAs starting in future time periods should still input current SY 2021-22 enrollment numbers at each campus. If a campus with Pre-K – 5 students also includes students beyond Grade 5, they may include all students in the estimates (e.g., a K-12 campus may include all enrolled students).

The funding to help LEAs successfully reach 180 instructional days will be available during the first year of execution if the LEA successfully obtains approval for a 180-day calendar and a summer program that meets requirements during the planning year. LEAs who do not obtain local board approval of a 180-day calendar for participating campuses by March prior to the summer of implementation will not be eligible to utilize these grant funds.

Total enrollment for all Pre-K – 5 campuses who completed planning in 2020-21 and are going into first year of execution in 2021-22 (only former ADSY Redesign campuses eligible)

Total enrollment for all Pre-K – 5 campus(es) who completed planning in 2020-21 and are planning to implement in summer of 2021 as part of SY 2021-2022

Total enrollment for all Pre-K – 5 campus(es) who completed planning in 2021-22 and are planning to implement in summer of 2022 as part of SY 2022-2023

Total enrollment for Pre-K – 5 campus(es) who completed planning in 2022-23 and are planning to implement in summer of 2023 as part of SY 2023-24

## Decision 8: Strong Summer Program List of Assurances

- Grantees will meet all ADSY eligibility requirements for participating campuses, including:
  - Serve at least one grade level within grades PreK-5
  - Campus academic calendar(s) will have at least 180 instructional days, not including staff development waivers
  - Campus academic calendar(s) will have at least 75,600 operational minutes
  - Host ADSY days on separate days from regular instructional calendar days
- ADSY Planning and Execution Program and Summer Program Support grantees agree to meet additional planning requirements, including:
  - Create a comprehensive Strategic Plan utilizing the planning resources and templates provided in the grant program
  - Add 25 to 30 additional half days of instruction (ADSY days) to the 180 instructional days in a campus's academic calendar
  - Have a certified teacher deliver at least three hours of academic instruction specific to math and reading and three hours of enrichment on dedicated ADSY days, for a minimum of six hours of daily programming
  - Contract with an approved ADSY PEP Summer Learning Design & Implementation vendor
  - Participate in all learning community sessions during the 2021-2022 school year (up to one day per month)
  - Participate in three annual reflection processes following the planning year to continuously improve summer programs based on existing data
- Summer learning programs must:
  - Include at least 25 days
  - Include at least 360 operations minutes (6 hours) per day
  - Include at least 180 minutes (3 hours) dedicated to math and reading per day
  - Include additional enrichment activities such as arts, science exploration, and sports
- Instructional minutes must be taught by a certified Texas teacher  Grantees agree to participate in the Texas Summer Learning Study being conducted by American Institute of Research, a study researching the impact of implementing research-based practices for summer learning at the LEA level

- Grantees commit to bringing an ADSY calendar to their school board for approval by March 1st of the year prior to their selected year of implementation. Should the board not approve an ADSY calendar that includes a base 180 days, grantee will not receive additional execution funding.
- Operations funding covered by support 8C are intended to support any cost of increasing a base calendar to 180 days in the implementation years. Grantees who do not receive local board approval of an ADSY-eligible calendar are not eligible for operations funds.
- Grantees should strive to ensure teachers are assigned to students in the same grade level they have taught previously during the school year
- Grantees commit to forming a cross-departmental Steering Committee, including a representative from the Finance team, to guide summer planning
- Grantees agree to conduct an ADSY PEP approved pre- and post-summer assessment and agree to share program effectiveness data with TEA, including student outcomes and stakeholder engagement
- Summer Program Support grantees may be asked to evaluate provide peer feedback on other Strategic Plans using a common rubric
- Grantees commit to utilizing high quality instructional materials during summer programming. TEA defines high quality instructional materials as those that:
  1. are aligned to research-based instructional strategies in the content;
  2. support all students in accessing grade-level content;
  3. include embedded assessments/progress monitoring aligned to the materials;and
  4. include implementation supports that are educative for teachers
- LEA understands that to meet this definition for participating campuses, LEAs shall use Math and English materials listed on
  1. Texas Home Learning;
  2. Texas Resource Review (rated 80% or higher),
  3. EdReports (rated Green and then aligned to the TEKS); or
  4. materials evaluated by the LEA in partnership with their Technical Assistance provider using established Texas Resource Review rubrics and rated 80% or higher.

Do you commit to these Decision 8 assurances?

Yes

## D9 Pathways in Technology Early College High School (P-TECH)

### Decision 9: P-TECH Program Requested Information

You indicated that your LEA wants to **implement Pathways in Technology Early College High School (P-TECH)**. This decision includes the following supports:

**9a. Support to Launch New P-TECH Campuses-** The P-TECH Network Planning and Implementation Grant is for campuses wanting to open a new P-TECH. Eligible campuses have not previously received a grant and are not designated in the 2021-2022 school year. This support includes customized technical assistance, convenings, P-TECH specific resources, virtual communities of practice and more. As a part of this program, LEAs will participate in a 2-year planning period in SY 2021-22 and SY 2022-23 followed by an implementation year directly serving students during SY 2023-24. LEAs must work with an approved technical assistance provider for duration of the grant, obtain a written agreement of partnership with an approved IHE and business/industry partner, adhere to all P-TECH statutory requirements, and implement a set of P-TECH design requirements outlined in the P-TECH Blueprint, LEAs may serve students in Grades 9–12 with ability to start in one grade during the first year of implementation and progressively scale to additional grades each year. For this award, there is a maximum of 3 campuses per LEA.

**9b. Support to Expand Existing P-TECH Campuses -**The The P-TECH Network Success is for campuses that have already been designated as a planning, designated, or provisionally designated status for SY 2021-22. These campuses must allow students at no cost to earn industry credentials and associate degrees, engage in appropriate work-based education at every grade level, and participate in programs that create a seamless transition to additional education or the competitive job market. LEAs must currently have established partnerships with at least one IHE and at least one employer defined in a written agreement, meet all P-TECH statutory requirements, and implement a set of P-TECH design requirements outlined in the P-TECH Blueprint.

LEAs participating in the P-TECH Network Success have the opportunity to expand the P-TECH blueprint, continue collaborative leadership and advisory council work, increase opportunities, pathways and number of students served in the program and provide work-based learning opportunities at every grade-level. Additionally, technical assistance,

convenings, P-TECH resources, and communities of practice are included. For this award, there is a maximum of 5 campuses per LEA.

**9c.Support to Increase Credentialed Dual Credit Teachers** - LEAs eligible for this support include current Planning, Provisional, and Designated College and Career Readiness School Model (CCRSM) campuses in the 2021-2022 academic years. LEAs are not eligible if they received the 2021-23 Dual Credit Faculty Expansion Grant. The purpose of Dual Credit Faculty Expansion is for College Career Readiness School Models (CCRSM) is to increase the number of high school educators credentialed to teach dual credit courses. Awards are a maximum of \$25,000 per teacher for tuition, fees, and travel during the life of the grant, \$200,000 per campus, and \$499,000 per LEA.

Note: LEAs with campuses eligible for 9a are not eligible for 9b and 9c. Similarly, LEAs with campuses eligible for 9b and 9c are not eligible for 9a. LEAs with campuses eligible for 9b MAY be eligible for 9c if they did not receive the 2021-23 Dual Credit Faculty Expansion Grant.

For which of the following supports do you want funding?

	Yes	No
9a. Support to Launch New P-TECH Campuses (P-TECH Network Planning and Implementation Grant)	<input type="radio"/>	<input type="radio"/>
9b. Support to Expand Existing P-TECH Campuses (P-TECH Network Success)	<input type="radio"/>	<input type="radio"/>
9c. Support to Increase Credentialed Dual Credit Teachers (Dual Credit Faculty Expansion Grant)	<input type="radio"/>	<input type="radio"/>

## Decision 9 Application Questions

9a. How many campuses will participate in the supports available to launch a new P-TECH campus(es) via the **P-TECH Network Planning and Implementation Grant**?

- 1
- 2
- 3

### Decision 9 Application Questions

Provide the campus name and county-district-campus number (CDN) for proposed schools to participate in the **P-TECH Network Planning and Implementation**. Type your campus name or CDN to activate the autocomplete feature.

*Hint: If you type your county-district number, you will see campuses from your district. If the campus is not featured in the autopopulate function of this application, please use "NEW CAMPUS."*

#### CAMPUS 1

#### CAMPUS 2

#### CAMPUS 3

### Decision 9 Application Questions

Provide the following information for each campus to participate in the **P-TECH Network Planning and Implementation**.

	Primary Institution of Higher Education Partner Must list name of IHE	Primary Business/Industry Partner Must list name of Business/Industry Partner	Primary Career Cluster
Campus 1 -	<input type="text"/>	<input type="text"/>	<input type="text"/>
Campus 2 -	<input type="text"/>	<input type="text"/>	<input type="text"/>
Campus 3 -	<input type="text"/>	<input type="text"/>	<input type="text"/>



## Decision 9 Application Questions

9b. How many campuses are interested in expanding the support provided by existing P-TECH campuses via the **P-TECH Network Success**?

- 1
- 2
- 3
- 4
- 5

## Decision 9 Application Questions

Provide the campus name and county-district-campus number (CDN) for proposed schools to participate in the **P-TECH Network Success**. Type your campus name or CDN to activate the autocomplete feature.

*Hint: If you type your county-district number, you will see P-TECH campuses from your district.*

**CAMPUS 1**

**CAMPUS 2**

**CAMPUS 3**

**CAMPUS 4**

**CAMPUS 5**

## Decision 9 Application Questions

Provide the following information for each campus to participate in the **P-TECH Network Success**.

	Primary Institution of Higher Education Partner Name of IHE	Name of Primary Industry Partner	Primary Career Cluster
Campus 1 -	<input type="text"/>	<input type="text"/>	<input type="text"/>
Campus 2 -	<input type="text"/>	<input type="text"/>	<input type="text"/>
Campus 3 -	<input type="text"/>	<input type="text"/>	<input type="text"/>
Campus -	<input type="text"/>	<input type="text"/>	<input type="text"/>
Campus 5 -	<input type="text"/>	<input type="text"/>	<input type="text"/>

## Decision 9 Application Questions

9c. How many campuses will participate in the **Dual Credit Faculty Expansion Grant**?

- 1
- 2
- 3
- 4
- 5
- More than 5

## Decision 9 Application Questions

Provide the academy name and county-district-campus number (CDN) for proposed schools to participate in the **Dual Credit Faculty Expansion Grant**. Type your campus name or CDN to activate the autocomplete feature.

*Hint: If you type your county-district number, you will see CCRSM campuses from your district. If it is a new school without a CDN, typing the academy name might work best.*

Note: This application only requests that you list up to 5 campuses. The additional campuses will be requested at a later time.

**CAMPUS 1****CAMPUS 2****CAMPUS 3****CAMPUS 4****CAMPUS 5****Decision 9 Application Questions**

Provide the number of participants in the **Dual Credit Expansion Grant** in 2021-22.

SY 2021-22

Number of Participants

---

Campus 1

Campus 2

Campus 3

Campus

Campus 5

# Decision 9A: P-TECH Planning and Implementation Eligibility and List of Assurances

Eligible LEAs certify:

Serve students in Grades 9–12; or will begin serving students in Grade 9 or students in Grades 9 and 10 in the first year of implementation (2023–2024) and will progressively scale up by adding at least one grade level per year after the first year of implementation.

Recipients of the 2018–2019 P-TECH and ICIA Planning Grant, 2019-2020 P-TECH and ICIA Planning Grant, 2018–2020 P-TECH and ICIA Success Grant, the 2019-2021 P-TECH and ICIA Success Grant, the 2020-2022 P-TECH and ICIA Planning and Implementation Grant, the 2020-2022 P-TECH Success Grant, the 2021-2023 P-TECH Planning and Implementation Grant or the 2021–2023 P-TECH Planning for CCRSM Grant are not eligible for a 2022–2024 P-TECH Planning Grant

## P-TECH Planning and Implementation Assurances

- The applicant provides assurance that the campus will participate in 2-year planning period (21-22 and 22-23 school years).
- The applicant provides assurance that the campus that after grant award, they will apply through [texasccrsmdesignation.org](https://texasccrsmdesignation.org) for the 22-23 planning application period.
- The applicant provides assurance that the campus will begin serving students in academic year 2023-2024.
- The applicant provides assurance that the campus will serve students in Grades 9–12; or will begin serving students in Grade 9 or students in Grades 9 and 10 in the first year of implementation (2023–2024) and will progressively scale up by adding at least one grade level per year after the first year of implementation.
- The applicant provides assurance that the P-TECH Campus will work with TEA Technical Assistance Provider during grant period.
- The applicant provides assurance that the P-TECH Campus will implement the design elements included with the 6 benchmarks of the P-TECH Blueprint and strive to fulfill the state standard for student success as measured by the outcomes-based measures.
- The applicant provides assurance that the P-TECH Campus will self-evaluate and provide feedback throughout their grant period.

- The applicant provides assurance that the P-TECH Campus will adhere to the legislative language set in statute for P-TECH programming.
- The applicant provides assurance that they will adhere to the P-TECH Blueprint.

## Decision 9B: P-TECH Success Network Eligibility and List of Assurances

### Eligibility for P-TECH Network Success

- LEAs certify that: Serve students in Grades 9–12; or are already serving students in Grade 9, Grades 9 and 10, or Grades 9 through 11 and will progressively scale up by adding at least one grade level per year.
- Have a P-TECH program in planning, provisional or designation in the 2021-2022 school year that allows students to: earn industry credentials and associate degrees, engage in appropriate work-based education at every grade level, and participates in programs that create a seamless transition to additional education or the competitive job market; Have established partnerships with at least one IHE defined in a written agreement; and Have established partnership(s) with employer(s) defined in a written agreement.

### P-TECH Network Success Assurances

- The applicant provides assurance that the P-TECH campus will apply through [texascrcsmdesignation.org](http://texascrcsmdesignation.org) for the 22-23 and 23-24 P-TECH designation renewal periods.
- The applicant provides assurance that the campus will serve students in Grades 9–12; or are already serving students in Grade 9, Grades 9 and 10, or Grades 9 through 11 and will progressively scale up by adding at least one grade level per year.
- The applicant provides assurance that the campus will work with TEA Technical Assistance Provider during the grant period.
- The applicant provides assurance that they have a P-TECH program in planning, provisional or designation in the 2021-2022 school year that allows students to: earn industry credentials and associate degrees, engage in appropriate work-based

education at every grade level, and participates in programs that create a seamless transition to additional education or the competitive job market.

- The applicant provides assurance that they have established partnerships with at least one IHE defined in a written agreement.
- The applicant provides assurance that they have established partnership(s) with employer(s) defined in a written agreement.
- The applicant provides assurance that the P-TECH programs will be provided at no cost to participating students.
- The applicant provides assurance that the P-TECH Campus will continue to implement the design elements included with the 6 benchmarks of the P-TECH Blueprint and strive to fulfill the state standard for student success as measured by the outcomes-based measures.
- The applicant provides assurance that the P-TECH Campus will continue to adhere to the legislative language set in statute for P-TECH programming.
- The applicant provides assurance that they will adhere to the P-TECH Blueprint.

## **Decision 9C: Dual Credit Faculty Expansion Grant Eligibility and List of Assurances**

### **Eligibility**

- Campuses that received the 2021-2023 Expansion of Dual Credit Faculty for CCRSM are not eligible for this funding.
- Eligible applicants include LEAs with designated CCRSM campuses in the 2021-2022 school year or Education Service Centers (ESCs) that support CCRSM designated campuses in the 2021-2022 school year.
- LEAs or ESCs may submit an application on behalf of one or more CCRSM campuses that are eligible.
- Eligible applicants may apply for the grant on behalf of more than one CCRSM campus. There is no limit to the number of CCRSM campuses that may be supported through a single application.
- Eligible campuses include current Planning, Provisional, and Designated CCRSM campuses in the 2021-2022 academic years. Please refer to the CCRSM website on TEA for the list of eligible CCRSM network campuses:  
<https://tea.texas.gov/academics/college-career-and-military-prep/texas-college-and-career-readiness-school-models-ccrsm>

## Assurances

- The applicant provides assurance that a maximum of \$25,000 will be requested for reimbursement per educator for expenses related to tuition, fees, and travel during the life of the grant. Additional costs will be the responsibility of the LEA or participant upon a local agreement.
- The applicant provides assurance that all participants serve within the eligible CCRSM in the 2022-2023 and 2023-2024 school year. Participating educators must each sign a Letter of Educator's Commitment which will be collectively submitted.
- The applicant provides assurance that successful completion is defined as an average of 75% or higher in each course completed. All expenses related to participation in the accelerated credentialing program (e.g., tuition and fees, textbooks, travel expenses) are eligible for reimbursement by TEA upon successful completion of courses per term.
- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2023 CCRSM Expansion of Educators Eligible to Teach College Courses LOI Program Guidelines.
- The applicant provides assurance that the CCRSM program leader(s) will submit a CCRSM designation (renewal) application for designation in 2022-2023 and for designation in 2023-2024.
- The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 CCRSM Expansion of Educators Eligible to Teach College

Courses Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

- The applicant provides assurances that an academic year signed and dated memorandum of understanding (MOU) with the dual credit provider will be publicly posted by August 15, 2022. The MOU must address the following elements: Eligible courses; Student eligibility; Location of the class; Composition of students in the class; Faculty selection, supervision, and evaluation; Course Curriculum, Instructional Materials and calendar; Academic policies and student support services; Data-sharing policies and procedures; Courses of study that lead to an associate degree or up to 60 hours of college credit toward a 4-year degree; Administration of statewide assessments; Transcription of credit and Funding.

Do you commit to these Decision 9 assurances?

Yes

## D10 New School Model

# Decision 10: New School Models Requested Information

You indicated that your LEA wants to implement a **new school model** by taking and approved school action. Please provide the following information to complete this request. This includes the following supports:

**10a New School Model Planning and Implementation Support** – Planning support to design an Effective Schools Framework aligned school model that includes, in addition to model-specific elements: high quality instructional; high-quality student diagnostic assessments; high-dosage tutoring; and extended day or year. Community stakeholder engagement is part of the design process in designing the new school model. LEA leader support and coaching to align systems for long-term sustainability and to ensure fidelity of implementation and effective year-over-year scaling of the model.

There are three potential models available within this option:

1. Redesign as a Blended Learning Model;
2. Redesign as a Rural P-20 Model;



### 3. Create a New School.

Support includes up to \$250,000 in grant funds and additional in-kind technical assistance for one planning year in school year 2021-22 and up to \$500,000 or \$1,000,000 in grant funds and additional in-kind technical assistance across two implementation years in school years 2022-23 and 2023-24. Only campuses rated B-F in 2019 TEA accountability ratings are eligible for consideration, with priority given to C-F campuses. Further, a pre-requisite conversation with the TEA School Action Fund team or technical assistance provider for the specific model of interest is required to be considered.

#### **10b Implementation support for in-flight new school models: ACE Model Only -**

Includes implementation year coaching and support to ensure fidelity of implementation and effectiveness; LEA and campus leader support in implanting evidence-based instructional strategies aligned with the school's specific instructional model; and strong data monitoring systems development to track progress toward interim and summative student outcome goals. Only previously designated ACE campuses who have not received an implementation grant are eligible for this support. Support includes up to \$750,000 in grant funds and additional in-kind technical assistance across two implementation years in school years 2022-23 and 2023-24.

Does your district enroll 500 or fewer students (i.e., rural)?

- Yes
- No

#### **Decision 10 Application Questions**

Each campus must have a B-F 2019 Accountability Rating and must have met with TEA staff to discuss this specific decision.

10a(1) For **Redesign with Blended Learning** model, each campus must have a B-F 2019 Accountability Rating.

10a(2) **Redesign Rural** (500 or fewer students) K-8 campuses must have a C-F 2019 Accountability Rating, a designated P-TECH program, and a designated central office-

based redesign coordinator.

10a(3) For **Create a New School** model, the LEA must identify a school leader to dedicate at least 3 days/week to school design in 2021-2022 AND prioritize enrollment to the new school for students zoned to comprehensive/targeted campuses.

10b For **ACE Implementation Support**, the LEA must have an ACE campus designation by Commit and have not previously received ACE implementation funding.

10a(1). # campuses being proposed to redesign a school with a blended learning model

10a(2). # campuses being proposed to redesign a rural school(s) with a Collegiate Edu-Nation model

10a(3). # campuses being proposed to create a new school model

10b. # ACE campuses proposed to receive implementation grant

Total

### Decision 10 Application Questions

Provide the county-district-campus number (CDCN), name, school model, and whether a conversation with a technical assistance provider has been completed for each requested grant campus.

	County-District-Campus Number CDCN	Campus Name Name	Proposed School Action	Prerequisite conversation with TEA or approved technical assistance provider complete?
Campus 1	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 2	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 3	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 4	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 5	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 6	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 7	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>

	County-District-Campus Number	Campus Name	Proposed School Action	Prerequisite conversation with TEA or approved technical assistance provider complete?
	CDCN	Name		
Campus 8	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 9	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 10	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 11	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 12	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 13	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 14	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 15	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 16	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 17	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 18	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 19	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>
Campus 20	<input type="text"/>	<input type="text"/>	<input type="text" value="v"/>	<input type="text" value="v"/>

## Decision 10: New School Models List of Assurances

- The LEA commits to work in good faith with the TEA vetted and matched new school model technical assistance provider and agency-provided technical assistance.
- The LEA commits to identifying a project manager. The LEA may use School Action Fund (SAF) grant or other funds for this position.
- The LEA commits to completing a Fidelity of Implementation Tracker (FIT) tool to monitor and share progress on planning and implementation activities.
- The LEA commits to providing access for on-site visits to the ISD and campus by TEA and its contractors.
- The LEA commits to attending and participating in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- The LEA commits to ensuring enrollment at a new school prioritizes students attending or zoned to a 2018–2019 Comprehensive and/or Targeted School (2019 ratings).

- The LEA agrees that full funding is contingent on TEA review of a complete school plan.

Do you commit to these Decision 10 assurances?

Yes

## Signature

Thank you for providing this information.

The indicated Superintendent or Chief Academic Officer will be sent an email to approve this TCLAS application upon submission. Through the email sent, the Superintendent or Chief Academic Officer must indicate approval of the application before **11:59pm CT on August 20th, 2021** to complete the application.

Please reach out to [tclas@tea.texas.gov](mailto:tclas@tea.texas.gov) with any questions.

The TCLAS Team

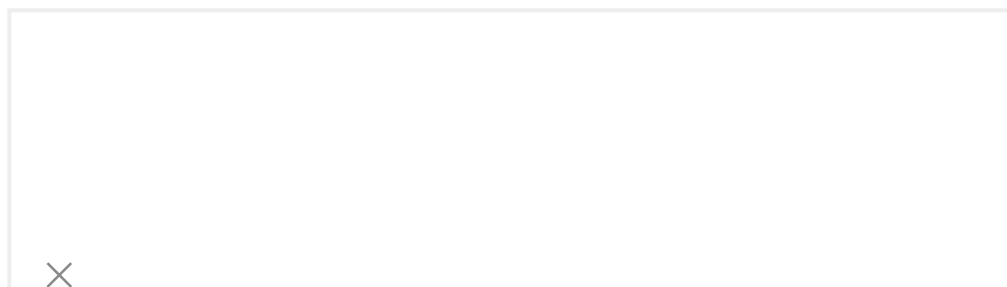
## CERTIFICATION SIGNATURE

Authorized Official Name:

Date: 07/28/2021

**Signature of Superintendent or Chief Academic Officer**

**DIGITALLY SIGN HERE**



clear

## Confirmation Page

You can “**Go Back**” now and review your responses OR “**Submit.**”

- You can save a PDF copy of your application at the time of submission.
- This application closes on **11:59 PM CT on August 20, 2021.**
- You can make adjustments to it until that time.
- If you have technical difficulties with this application, reach out to [tclas@tea.texas.gov](mailto:tclas@tea.texas.gov)
- If you have questions about TCLAS, reach out to your Education Service Center

Thank you!

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