

The Texas COVID Learning Acceleration Supports (TCLAS) Program

Decision 11

High Quality Afterschool

Updated 10.7.2021



11

Description

TCLAS is a set of funding, resources, and programmatic supports for local educational agencies (LEAs) to accelerate student learning in the wake of COVID-19. TCLAS: High Quality Afterschool supports applicants in designing and implementing afterschool programs that accelerate learning by:

- Providing a **safe and healthy environment** after the school day for all students at no cost to students
- Enabling access to **adults trained to build academic and non-academic skills** within local communities
- Including themes and activities **based in student interests and needs** that are both academic and enriching
- Delivering **targeted academic support** aligned with individual student needs, high-quality curriculum and instruction, and the regular school day. This academic support prioritizes High-Impact Tutoring (HIT) which goes beyond the learning acceleration requirements of HB 4545.

The application for TCLAS: High Quality Afterschool is separate from the previous TCLAS application and will support awardees with the following:

- **Personnel costs** to manage and implement a high-quality afterschool program aligned with research-based strategies— *up to \$312.5K in grants available per award based on 2.5 years of grant availability*
- **Technical assistance** to design, implement and/or continuously improve an afterschool program aligned with local needs— *up to \$300K in grants available per award with potential for future funds, if available*
- **Educator and/or tutor stipends** for applicants interested in implementing a HIT model with approved high quality instructional materials (HQIM) – *up to \$500K in grants available*
- **Instructional supports** including approved HQIM products for afterschool settings and aligned professional learning for educators – *up to \$45K in grants plus TEA-paid licenses and professional learning costs*

Eligibility

Eligible applicants include:

- **LEAs as the lead applicant** - For this option funding is awarded directly to the LEA and the LEA is responsible for meeting all of the assurances. LEAs can choose to partner with a non-profit or and ESC based on local need.
 - Please note: ESCs may still support LEAs in submitting an application for this option, however, LEA leadership will be required to approve awards and the LEA will still be responsible for all requirements.
- **Third party entity as lead applicant** – For this option, non-profits or ESCs can submit an application directly to TEA. The third party will receive funds directly and be responsible for meeting all application assurances.

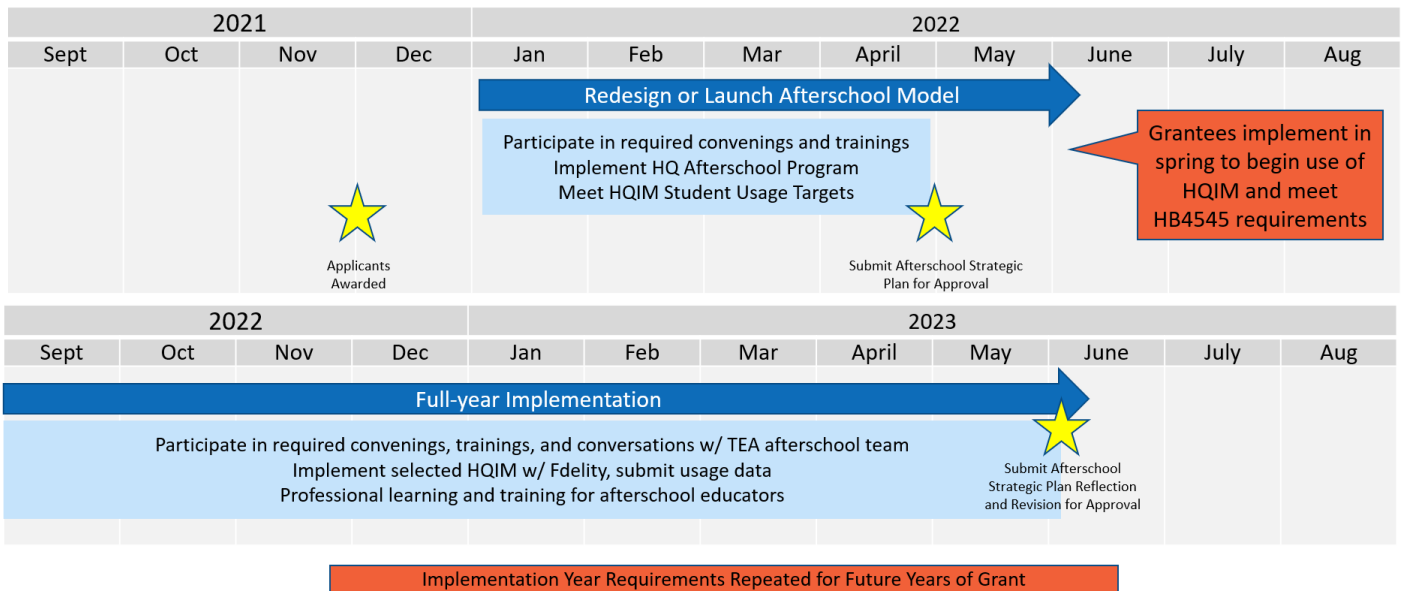
Application & Award Process:

The TCLAS: High Quality Afterschool application process **will close November 12, 2021 at 4:59 PM CT**. As part of this grant process, there are a few main steps applicants must take:

- **Step One: Review this Overview Document** carefully, attend the [overview webinar](#) (10/14 @ 10 AM CT), and ask questions before you begin your application!
- **Step Two: Complete Qualtrics-based Application** ([available here](#)) – This application allows LEAs to select desired awards and provide TEA with information about LEA and campus-specific needs.

- **Note: Approval of Authorized Approver:** All TCLAS applications require the approval of an authorized approver. This approver may be the leader of the LEA or non-profit (i.e. superintendent or CEO), Chief Academic Officer, or an equivalent head of academics. Each application requires confirmation of approval from authorized approver and the approver will be required to sign off on final grant award.
- **Step Three: Accept the Award (for awarded LEAs or non-profits only):** Awarded applicants will be notified of grant award and will be given the opportunity to accept or decline the award and re-commit to program assurances.
- **Step Four: Complete the PDF grant application to release funds (for awarded LEAs or non-profits only) –** After awards are determined, applicants will be notified and provided instructions and supports to finalize their TEA PDF grant application. Other important grants-related dates include:
 - March 1, 2021: Pre-award costs allowable back to this date
 - Local board policy must allow for use of pre-award costs. It is recommended that LEAs ensure allowability of pre-award costs to expedite use of funds resulting from this application.
 - August 31, 2024: All funds awarded through this grant expire

Programmatic Timeline



Overview of Supports

The available supports for TCLAS: High Quality Afterschool are detailed below. Supports include direct grant funds to the awardee and supports paid for by TEA on behalf of the awardee. There are no pre-requisites required to receive an award for TCLAS: High Quality Afterschool.

11A: Personnel for High Quality Afterschool

Description of Supports: Personnel costs to design, implement, and continuously improve a high-quality afterschool program aligned with research-based strategies for academics and enrichment

Primary Purpose: The project lead for each awardee will oversee the development of the afterschool strategic plan, lead the local afterschool steering committee, and continuously improve the program based on student outcomes

Available Supports:

- Spring 2022: \$62,500 per awardee
- 22-23: \$125,000 per awardee
- 23-24: \$125,000 per awardee

**Review assurances for additional details*

11B: Technical Assistance for Afterschool Design and Implementation

Description of Supports: Technical assistance to design, implement and/or continuously improve an afterschool program aligned with local needs

Primary Purpose: This technical assistance supports awardees in completion of the afterschool strategic plan, implementation of the plan, and continuous revision on the plan based on student outcomes. Awardees may use vendors included in the [TCLAS State Approved Vendor List](#) or other vendors to support completion and implementation of the afterschool strategic plan.

Available Supports:

- Spring 2022: \$50,000/LEA and \$10,000/campus (Maximum award \$100,000)
- 22-23: \$50,000/LEA and \$10,000/campus (Maximum award \$100,000)
- 23-24: \$50,000/LEA and \$10,000/campus (Maximum award \$100,000)

Note: Funds for 11B may be increased at a later date depending on availability

**Review assurances for additional details*

11C: Instructional Supports for Afterschool

Description of Supports: Access to high-quality instructional materials and aligned professional learning to support academics in afterschool.

Primary Purpose: This support ensures that tutors, teachers, and other educators have high-quality instructional tools aligned to grade level TEKS and developed with high-quality curriculum and instruction in mind to get the most out of afterschool.

Option A: For awardees interested in High-Impact Tutoring(HIT) in afterschool: Includes stipends for tutors, teachers, or other educators, access to [TEA-subsidized tutoring vendors](#) and aligned professional learning opportunities

A HIT model goes above and beyond HB 4545 requirements and includes the following attributes:

- At least 30-minute tutoring sessions, 3x a week
- Individualized support in small group settings (1:3 staff to student ratio max.)
- High-quality instructional materials aligned to standards and core classwork
- Well-trained, consistent tutors who build strong relationships with students
- Data-driven with tutors building sessions around student strengths and needs

Available Supports:

- Stipends for Tutors, Teachers or Other Educators Leading HIT
 - Spring 2022: # of students x expected tutor cost for half an academic year
 - 22-23: # of students x expected tutor cost for an academic year
 - 23-24: # of students x expected tutor cost for an academic year

Note:

- Stipends calculated based on number of participating students that can be served in one afterschool day by one tutor meeting the requirements of the 1:3 tutor:student HIT ratio.
 - Award Calculation: # of students divided by 15 students served p/day x tutor cost/year (\$50/hr x 3 hrs/day x 90 days/year (or 45 days/ half year))

- In a three hour after school program, it is assumed one tutor can support five sets of three students for 30 minutes each for a total of 15 students. This supports the HIT 1:3 student ratio during tutoring sessions.
- Maximum 11C Option A award for LEAs awarded Decision 6 is \$200,000; Maximum 11C Option A award for all other awardees is \$500,000
- Paid licenses for approved HIT Products
 - TEA-paid licenses and professional learning for [approved tutoring products](#): [Zearn](#) (K-8 Math), [BookNook](#) (K-8 RLA), and/or [Amplify mClass Intervention](#) (K-5 RLA)

Option B: For awardees not interested in High-Impact Tutoring in afterschool but interested in HQIM supports:
Includes licenses to approved HQIM products for afterschool and technical assistance from approved afterschool HQIM professional learning vendors (*approved vendor list coming soon*).

Available Supports:

- Paid licenses for approved HQIM Products
 - The chart below includes approved products for high quality afterschool that can be used outside of a HIT model. The materials and aligned supports also approved for HIT are designed for tutoring but can be used in larger group settings with appropriate training

Approved Product for High Quality Afterschool**	Subject	Grades Available	Also approved for HIT
ST Math	Math	K-5	
Zearn	Math	K-8	X
Mathia	Math	6-12	
BookNook	RLA	K-8	X
Amplify mClass Intervention	RLA	K-5	X
Amplify Reading	RLA	K-2	
Amplify Reading	RLA	3-5	
Amplify Reading	RLA	6-8	

- Professional learning from approved vendor to support use of approved HQIM products
 - Spring 2022: \$15,000/campus
 - 22-23: \$15,000/campus
 - 23-24: \$15,000/campus

**Review assurances for additional details
**Based on availability*

Prioritization

Awards will be allocated according to the prioritization tiers listed below and based on the availability of grant funds or TEA-paid supports (i.e. licenses or professional learning).

- Tier 1: LEAs agreeing to use approved HQIM in after school programs (Option 11C)
 - TEA will first fund applicants implementing a High-Impact Tutoring model (11C Option A) followed by programs interested in adopting and using HQIM to support math and reading (11C Option B)
 - TEA will also prioritize LEAs that did not receive Decision 6 awards. LEAs awarded Decision 6 are still eligible for all funding in 11A and 11B, and are eligible for a subset of available funding in 11C
- Tier 2: TEA will award non-profits and ESC applicants agreeing to use approved HQIM in after-school programs (Option 11C)

- TEA will first fund applicants implementing a High-Impact Tutoring model (11C Option A) followed by programs interested in adopting and using HQIM to support math and reading (11C Option B)
- Tier 3: LEAs not agreeing to use HQIM (Option 11C) but seeking support in 11A and 11B
- Tier 4: Non-profits and ESC applicants not agreeing to use HQIM (Option 11C) but seeking support in 11A and 11B

If the amount of available funding or supports is reached within a prioritization tier, TEA will award applicants with the highest percentage of students from economically disadvantaged backgrounds.

Program Assurances

The grant assurances provide, in detail, all requirements of awardees. In the event that an LEA does not meet grant assurances, TEA may withdraw funding awarded to the LEA.

General Assurances

- The leader of the awarded organization has approved participation in all supports LEA applies for in this application
- Awardees will designate a full-time staff person to manage, implement, and continuously improve local afterschool program
- The project lead must attend required convenings, participating in provided trainings, and respond to TEA request for feedback and data submission including:
 - Annual
 - High Quality Afterschool Kickoff Summit
 - Afterschool Design and Implementation Workshop Series
 - Submit Afterschool Strategic Plan (Year 1) and Revision and Reflection Documents (Year 2 and 3)
 - End of Year Survey and Reflection Conversations
 - Two-times Per Year
 - Reflection Stepbacks
 - Quarterly
 - One-on-One Check-Ins with TEA Project Manager
 - Note: These activities may be changed with advanced notice from the TEA Afterschool team
- The awardee will designate an afterschool steering committee – which convenes in meetings at least quarterly – for the purposes of strategic planning, continuous quality improvement and sustainability planning. This stakeholder group may include campus and district leadership, families, educators, students, community-based organizations, partners, and local businesses
- The project lead for the awardee will submit an Afterschool Strategic Plan detailing strategic components of the afterschool program
- The project lead for the awardee will submit a Revision & Reflection of the Strategic Plan after each implementation year detailing key learnings and revisions to the program
- The awardee will maintain a program staff-to-student ratio of 1:15 or lower within the afterschool program. For awardees implementing a HIT model within the afterschool program, a 1:3 ratio is required between tutors and students.
- The awardee will schedule a program in which students attend at least 4 days per week for 3 hours per day after the regular school day ends, for a minimum of 90 days per school year.
- The awardee will create a method for school day staff and afterschool staff to communicate about student academic data, plans for future learning, or to participate in joint curriculum-aligned professional learning opportunities
- The awardee will not serve a student served by another Decision 11 awardee
- The awardee's afterschool program may not operate during the regular school day
- The awardee will recruit and retain students with the highest need
- The awardee will provide a dedicated physical space that is safe, properly equipped, and easily accessible for students
- The awardee will provide all services at no cost to participants or their families. Program income (i.e., participant fees) of any kind is not allowed
- For applicants that operate existing afterschool programs with local or federal funds, funds must be used to provide additional activities and services not already funded by the existing program

Award-specific Assurances

Grantees receiving support for afterschool personnel (Decision 11A):

- Awardee will meet all general assurances listed above

Grantees awarded afterschool design and implementation technical assistance (Decision 11B):

- Awardee will meet all general assurances listed above

Grantees awarded supports HIT in afterschool (Decision 11C Option A):

- Awardees will implement selected product with fidelity and achieve usage targets for selected product after a startup 6-week buffer from initial implementation; LEAs will provide student usage information and additional training may be put in place in the event of low fidelity implementation.
- Awardees will conduct all HIT sessions with qualified staff, and a staff-to-student ratio of 1:3 or better
 - In addition to the small group tutoring, the awardee will maintain an afterschool program staff-to-student ratio of 1:15 or lower.
- HIT will be available to students at least 3 times per week for at least 30 minutes per session
- HIT tutoring in afterschool will use at least one of the three platforms identified by TEA as High-Quality, TEKS-aligned tutoring supports (**Zearn, BookNook, and Amplify mCLASS Intervention**)
- Awardees will implement selected product with fidelity and achieve student usage targets for selected product; TEA will review student usage reports to understand fidelity of implementation and may use allocated grant funds to require targeted training in the event of low fidelity implementation.
- Tutors will complete all required trainings for the HQIM being used in the program
- Programs will strive to provide consistency for students by consistently assigning tutors to the same students
- Tutoring will be data-driven with tutors building sessions around student strengths and needs
- Awardee will adhere to statutory requirements for accelerated instruction detailed in HB 4545
- Awardee will participate in data collection and reporting to TEA on the efficacy and impact of tutoring and afterschool programs
- Awardee will meet all general assurances listed above

Grantees awarded non-HIT HQIM support (Decision 11C Option B):

- Awardees will implement selected product with fidelity and achieve student usage targets for selected product after a startup period of the first 6 weeks of the implementation year; LEAs will provide student usage information and additional training may be put in place in the event of low fidelity implementation.
- Awardee will select at least one TEA-approved HQIM product for afterschool. The approved products are:

Approved Product for High Quality Afterschool	Subject	Grades Available
ST Math	Math	K-5
Zearn	Math	K-8
Mathia	Math	6-12
BookNook	RLA	K-8
Amplify mClass Intervention	RLA	K-5
Amplify Reading	RLA	K-2
Amplify Reading	RLA	3-5
Amplify Reading	RLA	6-8

- Awardee will use TEA-approved HQIM for afterschool with fidelity to dosage and instructor professional development requirements.
- Awardee will participate in HQIM-specific professional learning to educators implementing selected materials as defined by selected HQIM product
- Awardee will participate in data collection and reporting to TEA on the efficacy and impact of tutoring and afterschool programs
- Awardee will meet all general assurances listed above

Additional Resources

- [TCLAS Webpage](#)
- [TCLAS State Approved Vendor List](#)
- [TEA-Subsidized Tutoring Providers](#)
- Reach out to afterschool@tea.texas.gov with any questions