TCLAS: High-Quality Afterschool

Overview Webinar

Welcome and Thanks for Joining Us Today!

Brian Doran
Director, Expanded Learning Models

Gloria Matthews
Manager, HQIM Integration

Andrew Hodge
Director, Innovative Instructional Models

Christine McCormick
Statewide Coordinator, 21st CCLC & ELO

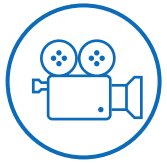
App due 11/12 @ 4:59 PM CT and available at tea.texas.gov/tclas

Agenda and FYIs for Today

Agenda

1. TCLAS: High Quality Afterschool Overview
2. Programming and Available Supports
3. Eligibility, Prioritization, and Assurances
4. Next Steps

FYIs



Please ask questions and drop them in the **Question and Answer** box in Zoom

This **recording and these slides will be posted** on tea.texas.gov/tclas shortly after this webinar concludes

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TCLAS: High Quality Afterschool

Recap: TCLAS Includes 5 Accelerated Learning Strategies

Accelerated Learning Strategies

Strategic Planning

Strategic planning and performance management to prioritize, launch, and continuously improve learning acceleration strategies

Instructional Materials

Rigorous, **high-quality instructional materials** designed to make up ground and master grade level TEKS

Teacher Pipelines

Talent pipelines that support teachers to deliver excellence in the classroom, getting more than 1 year of growth in 1 year

More Time

More time for the students most in need, including expanding instructional time in the summer and with targeted **tutoring**

Innovative School Models

Innovative school models to incorporate all aspects of the learning acceleration framework

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Recap: 10 Available Decision Points for Districts in TCLAS

Accelerated Learning Strategies				
Strategic Planning	Instructional Materials	Teacher Pipelines	More Time	Innovative School Models
Decision 1: LEA Accelerated Learning Strategic Planning	Decision 2: HQIM Core Approved Products	Decision 4: Teacher recruitment support	Decision 6: Tutoring Supports	Decision 9: P-TECH
	Decision 3: HQIM Supplemental Approved Products	Decision 5: Residency Program Support	Decision 7: School Day/Calendar Redesign	Decision 10: New School Models
			Decision 8: Strong Summer Program	

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Recap: 11 Available Decision Points for Districts in TCLAS

Accelerated Learning Strategies

Strategic Planning	Instructional Materials	Teacher Pipelines	More Time	Innovative School Models
Decision 1: LEA Accelerated Learning Strategic Planning	Decision 2: HQIM Core Approved Products	Decision 4: Teacher recruitment support	Decision 6: Tutoring Supports	Decision 9: P-TECH
	Decision 3: HQIM Supplemental Approved Products	Decision 5: Residency Program Support	Decision 7: School Day/Calendar Redesign	Decision 10: New School Models
			Decision 8: Strong Summer Program	

Decision 11: High Quality Afterschool

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Why Afterschool for Learning Acceleration?

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 ensure full access.

Enabling access to **adults trained to build both academic and non-academic skills** within the context of local communities.

Including themes and activities **based in student needs** that are both academic and enriching in nature.

Delivering **targeted academic support** – that meets requirements of HB 4545 - aligned with individual student needs, high quality curriculum and instruction and the regular school day.

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High-Quality Afterschool Helps Meet HB 4545 Reqs

- HB 4545 establishes requirements for accelerated instruction for students who do not pass the STAAR in grade 3, 5, or 8 in math or reading or STAAR EOC assessments.
- Accelerated instruction must occur for 30 hours over the course of the school year with groups of no more than 3 students.
- Accelerated instruction may not require that a student miss recess, foundation curriculum or enrichment curriculum.

- TCLAS: High-Quality Afterschool prioritizes programs incorporating a High-Impact tutoring model – which goes above and beyond HB 4545 requirements - to suppor school leaders implementing new HB 4545 requirements

Programming and Available Supports

What does High-Quality Afterschool Look Like?

Awardees will implement an afterschool program aligned with research-based best practices that meets all listed assurances including the following:

Student attendance for at least **4 days per week for 3 hours per day** after school

A staff-to-student ratio of 1:15 or lower within the afterschool program or 1:3 for a High Impact Tutoring Model

A designated **full-time staff member** to oversee afterschool project

At least 1 hour of academics per day

Enrichment aligned to student need and interest (e.g., STEM, reading/ELA, health and wellness, arts)

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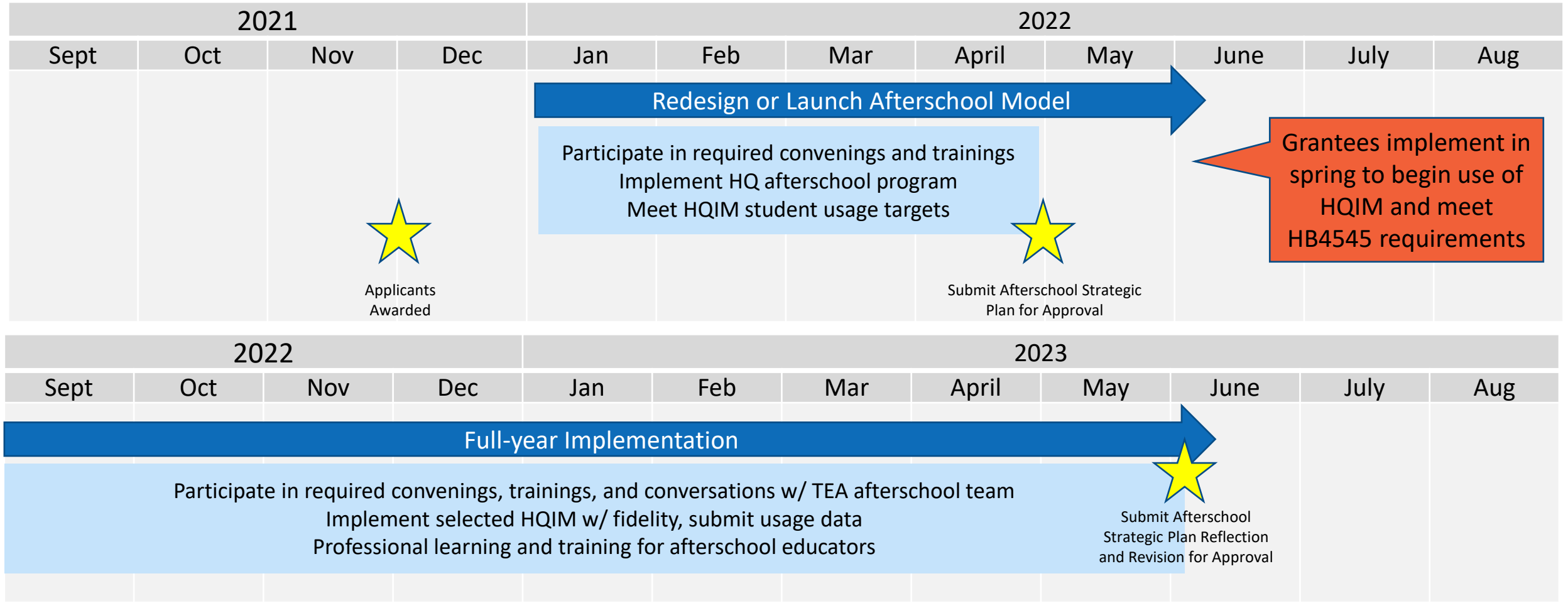
TCLAS: High Quality Afterschool Timeline & Requirements



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Overview of Supports

11A: Personnel for High Quality Afterschool

11B: Technical Assistance for Afterschool Design and Implementation

11C: Instructional Supports for Afterschool

Note: There are no pre-requisites for these supports and applicants can apply for one or more supports; Awards will be prioritized for LEAs implementing a high impact tutoring program in afterschool

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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 Funds:

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

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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: 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 Funds:

- **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)

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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: Awardees interested in High-Impact Tutoring

Option B: Awardees not interested in High-Impact Tutoring in afterschool but interested in HQIM supports

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11C: Instructional Supports for Afterschool: Option A

Option A: Awardees interested in High-Impact Tutoring (HIT)

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

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11C: Instructional Supports for Afterschool: Option A

Option A: Awardees interested in High-Impact Tutoring (HIT)

Available Supports & Funds:

- **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

- **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)

Note: 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

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Option A: Awardees interested in High-Impact Tutoring

Option B: Awardees not interested in High-Impact Tutoring in afterschool but interested in HQIM supports

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11C: Instructional Supports for Afterschool: Option B

Option B: Awardees not interested in High-Impact Tutoring in afterschool but interested in HQIM supports

Includes licenses to approved High Quality Instructional Materials (HQIM) products for afterschool and technical assistance from approved afterschool HQIM professional learning vendors

Approved Product for High Quality Afterschool**		Subject	Grades Available
ST Math	ST Math	Math	K-5
ZEARN	Zearn	Math	K-8
MATHia®	Mathia	Math	6-12
BookNook	BookNook	RLA	K-8
mCLASS® ★ TEXAS	Amplify mClass Intervention	RLA	K-5
Amplify.	Amplify Reading	RLA	K-8

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11C: Instructional Supports for Afterschool: Option B

Option B: Awardees not interested in High-Impact Tutoring in afterschool but interested in HQIM supports

Available Supports & Funds:

- **Paid licenses** for approved HQIM Products

- **Professional learning** from approved vendor list (coming soon) to support use of approved HQIM products
  - **Spring 2022:** $15,000/campus
  - **22-23:** $15,000/campus
  - **23-24:** $15,000/campus

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Eligibility, Prioritization, & Assurances

Eligible applicants include:

LEAs as the lead applicant

Funding is awarded directly to the LEA and the LEA is responsible for meeting all of the assurances

Third party entity as lead applicant

non-profits or ESCs can apply directly to TEA. The third party will receive funds directly and be responsible for meeting all application assurances.

LEAs applying to implement a high impact tutoring program in afterschool with approved tutoring products will be prioritized for this award

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Award Prioritization

Tier 1	**LEA applicants** agreeing to use approved HQIM in after-school programs (Option 11C): ▪ TEA will first fund LEAs implementing a **High-Impact Tutoring model** (11C Option A) ▪ Followed by LEA applicant 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	**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

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Awardees Must Commit to Assurances in Overview Doc

Highlighted Assurances:

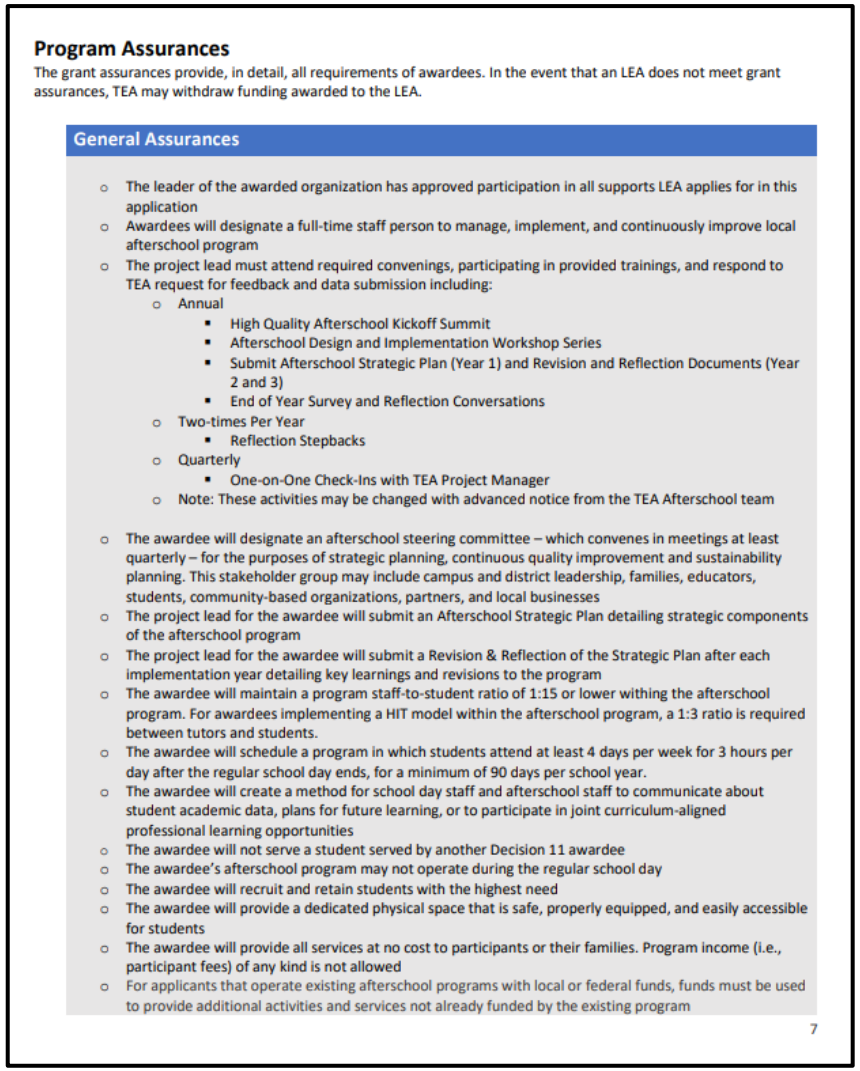
Awardees will **designate a full-time staff person** to manage, implement, and continuously improve local afterschool program.

Awardees 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.

Awardees **will maintain a program staff-to-student ratio of 1:15 or lower** withing the afterschool program, and a ratio of 1:3 between tutors and students for HIT.

Awardees will ensure the project lead **submits an Afterschool Strategic Plan** detailing strategic components of the program & submits revisions to the Strategic Plan for each program year

The **project lead must attend required convenings**, participating in provided trainings, and respond to TEA request for feedback and data submission



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 withing 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

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Assurances Specific to Decision 11C Option A & B

Highlighted Assurance:

- 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.

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 with 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

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Frequently Asked Questions

Frequently Asked Questions

- **If we didn't apply to the original TCLAS application, can we apply for TCLAS HQ Afterschool?**
  - Yes, the grant application for TCLAS High Quality Afterschool is a separate application from Decisions 1-10.
- **What is the difference between TCLAS Decision 6 Tutoring and TCLAS: High Quality Afterschool?**
  - Decision 6 supports high impact tutoring models during the day, before school, and/or after school. TCLAS: High Quality Afterschool requires that awardees offer a 3-hour afterschool program consisting of enrichment and academics. Applicants may choose to provide a high impact tutoring model during the afterschool program.
- **Can an eligible entity apply only for the tutoring option?**
  - No. Awardees must adhere to a set of general assurances that require an afterschool program that operates 4 days per week for 3 hours per day, a ratio of 1:15, and other afterschool program-specific items. See the Overview Document for all assurances.
- **Do we have to hire a new FTE if we already employ a full-time position that manages afterschool programs?**
  - No. Awardees that already have an FTE overseeing afterschool programs are not required to employ an additional position, but they are allowed to use the funding for additional personnel supports for the afterschool program. Funds under Decision 11A can be used to fund multiple personnel.
- **Are morning programs eligible for this opportunity?**
  - No, morning programming is not an allowable expenditure for the afterschool set-aside from federal ESSER funds.

FAQ to be posted following this webinar on tea.texas.gov/tclas

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Serving Students from Special Populations in Afterschool

Students with disabilities served by special education	In providing or arranging for the provision of nonacademic and extracurricular services and activities . . . each public agency must ensure that **each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate** to the needs of that child. The public agency must ensure that each child with a disability has the supplementary aids and services determined by the child's [Admission, Review, and Dismissal (ARD) committee] to be appropriate and necessary for the child to participate in nonacademic settings. [34 C.F.R. §300.117]
Students with a 504 plan	**No otherwise qualified individual with a disability . . . shall solely by reason of her or his disability be excluded from the participation** in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. [34 C.F.R. §104.37]
Emergent Bilingual Students/ English Learners	The school district shall accommodate the instruction, pacing, and materials to ensure that **emergent bilingual students/English learners have a full opportunity to master the essential knowledge and skills of the required curriculum**, which includes the Texas Essential Knowledge and Skills and English language proficiency standards (ELPS). [TAC §89.1210 (a)]

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Next Steps to Apply

Next Steps for Interested Applicants

Review and Apply

1

Research:
Review Overview Document and Available Resources at tea.texas.gov/tclas

2

Apply:
Complete Qualtrics-based Application

Approval of Authorized Approver Required

Accept Award

3

Accept:
Accept the Award

for awarded applicants only

4

Submit:
Complete PDF grant application to release funds

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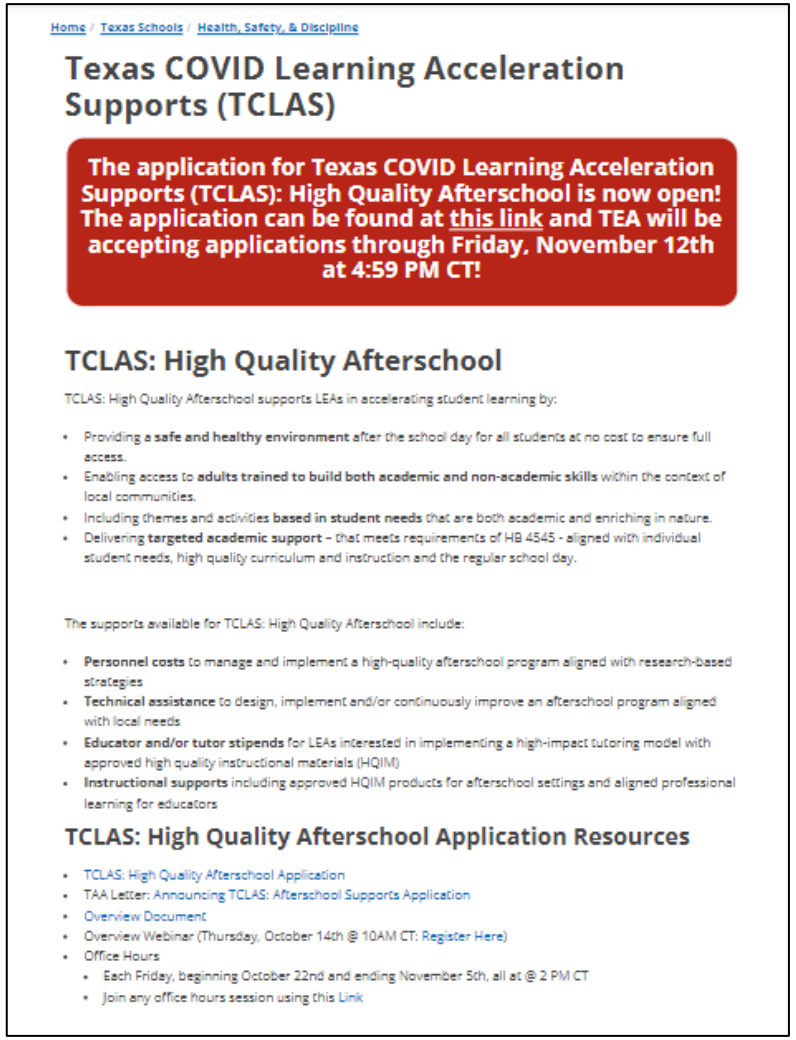
Overview Doc and Qualtrics Application Walkthrough



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Texas COVID Learning Acceleration Supports (TCLAS)

The application for Texas COVID Learning Acceleration Supports (TCLAS): High Quality Afterschool is now open! The application can be found at this link and TEA will be accepting applications through Friday, November 12th at 4:59 PM CT!

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- Providing a **safe and healthy environment** after the school day for all students at no cost to ensure full access.
- Enabling access to **adults trained to build both academic and non-academic skills** within the context of local communities.
- Including themes and activities **based in student needs** that are both academic and enriching in nature.
- Delivering **targeted academic support** – that meets requirements of HB 4545 - aligned with individual student needs, high quality curriculum and instruction and the regular school day.

The supports available for TCLAS: High Quality Afterschool include:

- **Personnel costs** to manage and implement a high-quality afterschool program aligned with research-based strategies
- **Technical assistance** to design, implement and/or continuously improve an afterschool program aligned with local needs
- **Educator and/or tutor stipends** for LEAs interested in implementing a high-impact tutoring model with approved high quality instructional materials (HQIM)
- **Instructional supports** including approved HQIM products for afterschool settings and aligned professional learning for educators

TCLAS: High Quality Afterschool Application Resources

- TCLAS: High Quality Afterschool Application
- TAA Letter: Announcing TCLAS: Afterschool Supports Application
- Overview Document
- Overview Webinar (Thursday, October 14th @ 10AM CT: Register Here)
- Office Hours
  - Each Friday, beginning October 22nd and ending November 5th, all at @ 2 PM CT
  - Join any office hours session using this Link

Overview document and application available at **tea.texas.gov/tclas**

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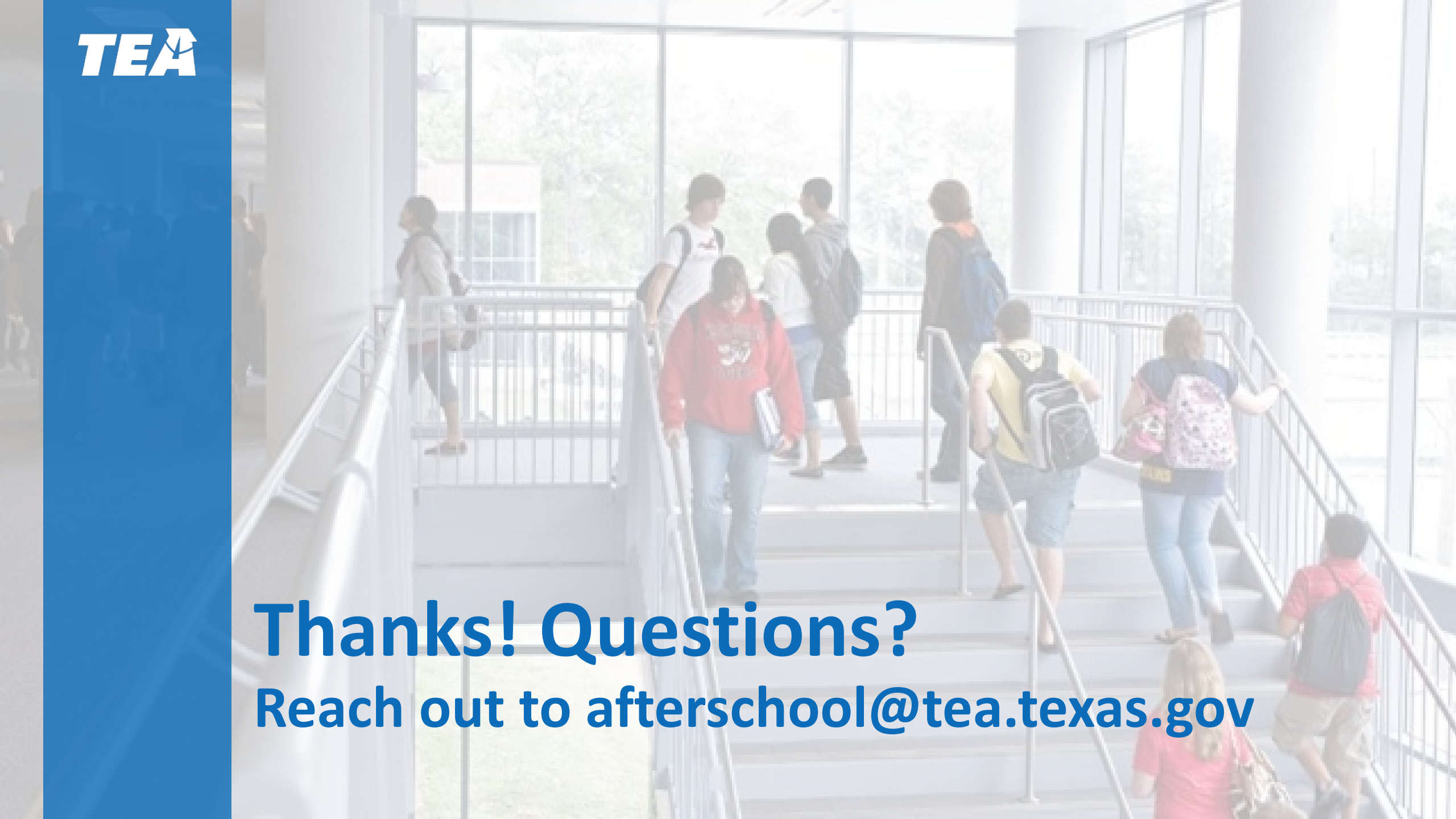

Thanks! Questions?

Reach out to afterschool@tea.texas.gov

Appendix

Stipend Calculation for 11C, Option B

- 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.

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