

The Texas COVID Learning Acceleration Supports (TCLAS) Program

Updated 6.2.2022



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Overview of TCLAS

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** utilizing funds from the state discretionary ESSER III allocation and general revenue appropriated in the 87th Texas Legislature. 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 LEAs 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

The TCLAS grant application is a one stop shop application providing LEAs access to over \$1.4 billion in funding and services and access to over 15 TEA initiatives.



The TCLAS application provides a streamlined and simple process for LEAs to accelerate learning through a **discretionary, non-competitive grant**. The grant amount awarded to LEAs will be determined through the TCLAS application and by LEA indication of requested support, and no written response questions will be required to access funds. The grant awards may include a combination of direct funds to LEAs and in-kind awards via direct supports from TEA. All LEAs - including public school LEAs and open-enrollment charter schools - are eligible to apply for support through TCLAS.

Note: Pre-award costs for federal funds awarded through TCLAS are allowable beginning on March 1, 2021. Once granted, LEAs will have until September 30, 2024, to spend the funds that are awarded as part of this process. Pre-award costs for all state general revenue funds awarded through TCLAS are allowable beginning on September 9, 2021. Once granted, LEAS will have until May 31, 2024, to spend the funds that are awarded as part of this process. To benefit from pre-award eligibility, **LEAs should ensure that local board policy allows for pre-award costs to expedite use of funds resulting from this application.**

Qualtrics Application Opens
July 19th






Application Closes
August 20th

Preliminary Award Amount
By September 10th

[Click here](#) to access Qualtrics grant application on the TCLAS web page

Learning Acceleration Supports Included in TCLAS

The **Learning Acceleration Framework** is designed to support Local Education Agencies (LEAs) in the prioritization of strategies, decisions, and supports aimed at accelerating student learning. The framework is divided into **five strategies** included in the graphic below.

Accelerated Learning Strategies				
Strategic Planning	Instructional Materials	Teacher Pipelines	More Time	Innovative School Models
 <p>Strategic planning and performance management to prioritize, launch, and continuously improve learning acceleration strategies</p>	 <p>Rigorous, high-quality instructional materials designed to make up ground and master grade level TEKS</p>	 <p>Talent pipelines that support teachers to deliver excellence in the classroom, getting more than 1 year of growth in 1 year of time</p>	 <p>More time for the students most in need, including expanding instructional time in the summer and targeted tutoring</p>	 <p>Innovative school models to incorporate all aspects of the learning acceleration framework</p>

These strategies are divided into **ten decision points** for LEAs to consider when selecting support with TCLAS. The application is designed around these ten decisions so LEAs can more easily determine which learning acceleration supports they want to access via TCLAS that meet local needs.

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 <small>Choice by Subject/Grade Level</small>	Decision 4: Teacher recruitment support	Decision 6: Tutoring Supports	Decision 9: P-TECH
	Decision 3: HQIM Supplemental Approved Products <small>Various Types of Products</small>	Decision 5: Residency Program Support	Decision 7: School Day/Calendar Redesign	Decision 10: New School Models
			Decision 8: Strong Summer Program	
<u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> Resilient School Support Program (RSSP) 	<u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> Texas Home Learning (THL) CRIMSI Math Innovation Zones 	<u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> Grow Your Own (GYO) Teacher Residencies 	<u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> Additional Days School Year (ADSY) Vetted Texas Tutor Corps 	<u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> PTECH Texas Regional Pathways Network School Action Fund (SAF)

Within each decision point, the grant includes a set of associated **supports** that LEAs can select as a part of that decision category. LEAs may apply to receive one or multiple services included. A summary of supports included within each decision point is outlined below.

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
<ul style="list-style-type: none"> 1a. LEA strategic planning and coaching (and additional cohort- and campus-based supports) 1b. Funds for data fellow FTE 	<ul style="list-style-type: none"> 2a. Implementation Support, System-wide Professional Learning and Stipends 2b. Print and physical materials 2c. Literacy and math coaches 	<ul style="list-style-type: none"> 4a. Paraprofessional stipends for tuition, fees, living stipend 4b. Stipends for HS Education and Training (E&T) teachers 4c. Implementation & growth funds for E&T programs 	<ul style="list-style-type: none"> 6a. Vetted Texas Tutor Corps (VTTC) Program Subsidy 	<ul style="list-style-type: none"> 9a. P-TECH Network Planning and Implementation 9b. P-TECH Network Success 9c. Dual Credit Faculty Expansion Grants
	Decision 3: HQIM Supplemental Approved Products	Decision 5: Residency Program Support	Decision 7: School Day/Calendar Redesign	Decision 10: New School Models
	<ul style="list-style-type: none"> 3a. Licenses for approved Blended Learning Products 3b. Progress Monitoring & Intervention 3c. Decodable Texts for Learning to Read 3d. Dyslexia Intervention Tool 3e. College Prep Course Support 	<ul style="list-style-type: none"> 5a. Teacher resident stipend(s) 5b. Flexible funding for district implementation support 5c. Innovative Staffing Design and Implementation Support 	<ul style="list-style-type: none"> 7a. Technical Assistance and Learning Community Support 7b. Funding for ADSY Project Manager 7c. Operational Funding for Academic Calendar Adjustments 	<ul style="list-style-type: none"> 10a. New School Model Planning and Implementation Support 10b. Implementation support for in-flight new school models
			Decision 8: Strong Summer Program	
			<ul style="list-style-type: none"> 8a. Technical Assistance and Learning Community Support 8b. Funding for ADSY Project Manager 8c. Operational Funding for Academic Calendar Adjustments 	

How to Use This Guidance Document

The goal of this guidance document is to provide LEAs with information to:

- 1) Determine if they want to apply to any supports included in TCLAS,
- 2) Understand application process, timelines, and supports, and
- 3) Provide recommended guidance to support planning for application submission.

To do this effectively, this document includes a **brief summary for each of the ten decision points** to consider as a part of the application. The summary includes the information below:

Decision 1: LEA Accelerated Learning Strategic Planning

1 Brief summary for each TCLAS Decision Point and associated supports

2 Overview of supports included, pre-requisites, and other considerations

3 Link to grant assurances, requirements of the grant

4 Additional information to help complete the TCLAS application

5 Guiding questions to help LEAs know if they should request the given supports

Description
Effectively addressing unmet learning will require data-driven prioritization of resources. Acceleration strategies (e.g., high dosage tutoring), intentional and multi-year strategic plan, continuous improvement through implementation. These TCLAS supports provide LEAs with expert technical assistance needed to effectively performance manage LEA-wide learning. The Resident Learning Support Program. Additionally, this support provides LEAs a grant to follow to support build-out of data systems, dashboards, and protocols for continuous improvement.

Overview of Included Supports

Support Name	Description
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 the opportunity to submit other preferences that TEA will accommodate where possible, but cannot guarantee based on vendor capacity.
1b. Funding for Data Follow Protocol	LEAs will receive grant funds for a full three data follow 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 LEA.

Additional Resources
LEAs may explore the additional resources below for more information on the included supports.

- [Strategic Planning Supports Overview](#)
- [Toolkits Overview](#)
- [Decision Point-specific Guiding Questions](#)
- [Additional Information Resources](#)
- [Participant Application Page \(LEA\)](#)

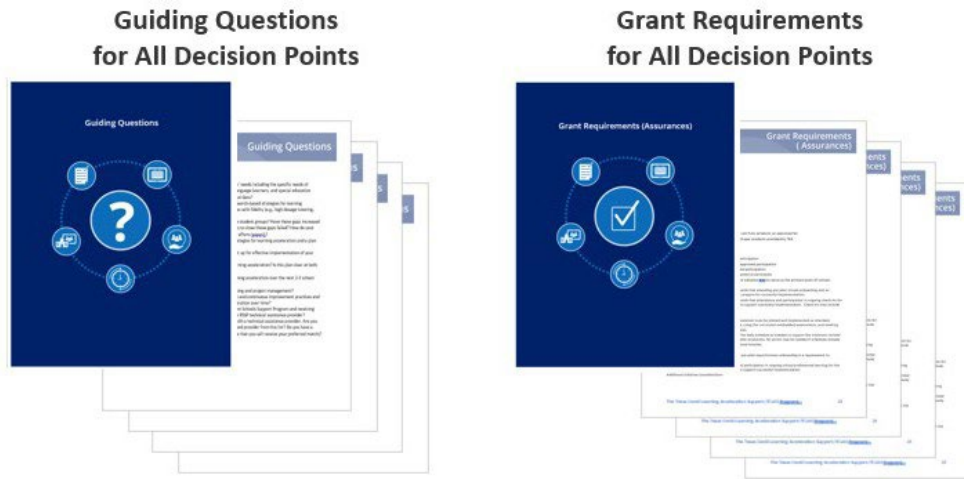
For LEAs not already in RSP program supports will start in Spring 2022.
For current RSP LEAs, technical assistance needs of support or within 10 support (date follow).

Data Follow must join TEA National Data Follow Cohort (training, programming and deliver 10 support (date follow).

Strategic Planning | Instructional Materials | Teacher Pipelines | More Time | Innovative School Models

1. **Decision Point Description** – This description provides an overview of each decision point, the purpose of the included supports, and the reasons an LEA may want to request each support.
2. **Overview of Included Supports and Prerequisites** – Each decision point includes a set of related supports and any associated eligibility pre-requisites. Any pre-requisite listed will be required for LEAs to be eligible to apply.
3. **Grant Assurances (Requirements)** – The grant assurances provide, in detail, all requirements of LEAs receiving each support. In the event that an LEA does not meet grant assurances, TEA may withdraw funding awarded to the LEA.
4. **Additional Information** – Each decision category has links to other helpful documents or websites that provide LEAs with additional, more detailed information about the supports being considered.
5. **Guiding Questions** –The summary includes a link to guiding questions that LEAs can use to determine if they are interested in the supports included in each section. These questions will NOT be required as a part of the application. They are included only as a resource for the application planning process.

In addition to the summaries for the key ten decision points, LEAs can view the following standalone sections:



[Click here to jump to Guiding Questions](#)

[Click here to jump to Grant Requirements](#)

Determine Your Estimated TCLAS Award

The [TCLAS budget calculator](#) provides LEAs with an estimated grant award from TCLAS, based on the supports the LEA selects. There are two main steps for LEAs to effectively use the calculator.

STEP 1: Complete LEA Inputs

The total grant award is dependent on the level of participation LEAs opt-in to for each of the main TCLAS ten decision points. Each support is calculated based on a unit cost applicable to the service being provided. The calculator will allow LEA's to input their interest and participation levels into the calculator. Note: LEAs should use the calculator in conjunction with the TLCAS guidance document for additional information about supports and list of all associated grant requirements.

LEA Input Tab

Decision Point 1: LEA Accelerated Learning Strategic Planning					
#	Input Information/Assumptions	Current Cohort (2021-2022)	2022-23	2023-24	Notes
1a-c	Strategic Planning Supports				
1a-c	Does LEA want Decision 1a-c supports?	Yes	Yes	Yes	LEAs may vary answer by year
1a-c	Estimated funding	\$200,000	\$200,000	\$200,000	In-kind supports
#	Input Information/Assumptions	March 2022 – June 2023	March 2023 – June 2024		Notes
1d	Data Strategy FTE Position				
1d	Does LEA want Decision 1d supports?	Yes	Yes		LEAs may vary answer by year
1d	Estimated funding	\$125,000	\$125,000		Grant funds
Total Award Value		\$325,000	\$325,000	\$200,000	
1	Total In-kind Supports	\$200,000	\$200,000	\$200,000	
1	Total Grant funds	\$125,000	\$125,000	\$0	

LEA to fill in yellow cells

Award Estimates Automatically Calculated

STEP 2: Review Potential Grant Award

Based on the LEA inputs, the calculator will calculate the LEA's estimated award for each Decision Point. The calculator will also **automatically populate** the "TCLAS Calculator Summary" tab which will provide LEAs with an overview of the estimated grant award and in-kind support by year. The following image is a sample of what LEAs will be able to review.

Summary Tab - Award Totals based on LEA Inputs Tab	
Decision Point	Estimated TCLAS Award

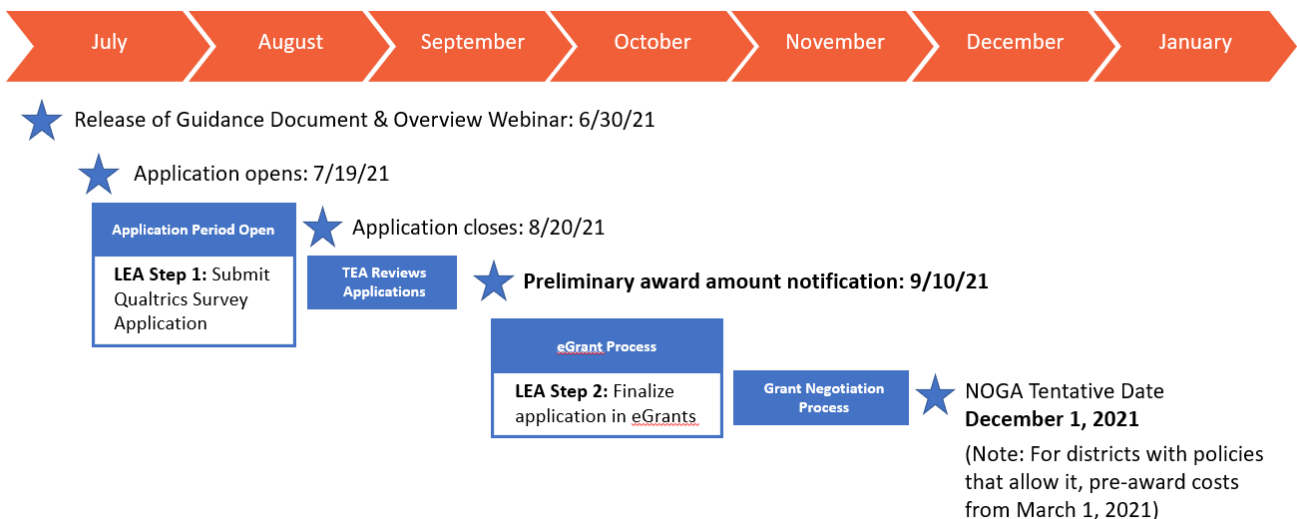
	Grant Funds	In Kind Support	Total
Decision 1: LEA Accelerated Learning and Strategic Planning	\$xx	\$xx	\$xx
Decision 2: HQIM Core Approved Products	\$xx	\$xx	\$xx
Decision 3: HQIM Supplemental Approved Products	\$xx	\$xx	\$xx
Decision 4: Teacher Recruitment Support	\$xx	\$xx	\$xx
Decision 5: Residency Program Support	\$xx	\$xx	\$xx
Decision 6: Tutoring Supports	\$xx	\$xx	\$xx
Decision 7: Full Year Calendar Redesign	\$xx	\$xx	\$xx
Decision 8: Strong Summer Programs	\$xx	\$xx	\$xx
Decision 9: P-TECH	\$xx	\$xx	\$xx
Decision 10: New School Models	\$xx	\$xx	\$xx
Total TCLAS Award	\$xx	\$xx	\$xx

Application Process

The TCLAS application will open on **July 19, 2021 and will close August 20, 2021 at 11:59 PM CT**. Please note that while LEAs will not receive funding until the Fall of 2021, all TCLAS grant awards are eligible for pre-award costs. LEAs should ensure that local board policy allows for pre-award costs to expedite use of funds resulting from this application. As part of the process, there are two required steps LEAs must take to access funding for TCLAS learning acceleration strategies.

- **Step One: Complete Qualtrics Application** (available [here](#)) - LEAs will complete the TCLAS Qualtrics-based application, utilizing this Guidance Document. The Qualtrics survey will allow LEAs to select TCLAS supports, provide TEA with LEA and campus specific needs, and submit timing and technical assistance preferences.
 - **Note: All TCLAS Applications require the signature of an LEA authorized approver – either the LEA superintendent or designee – before the submission is accepted. Authorized approvers may be notified directly in Qualtrics application.**
- **Step Two: Complete eGrants application** (available September 10, 2021) – After submission of the Qualtrics application, LEAs will be notified and directed to use the eGrants system to finalize their customized grant application.

The high-level timeline and steps are included in the graphic below:



Funding Methodology

To receive supports through TCLAS, LEAs must:

- Meet all **prerequisites** listed for the specific support the LEA is requesting
- Agree to the list of **grant assurances** outlined for each support included in the grant

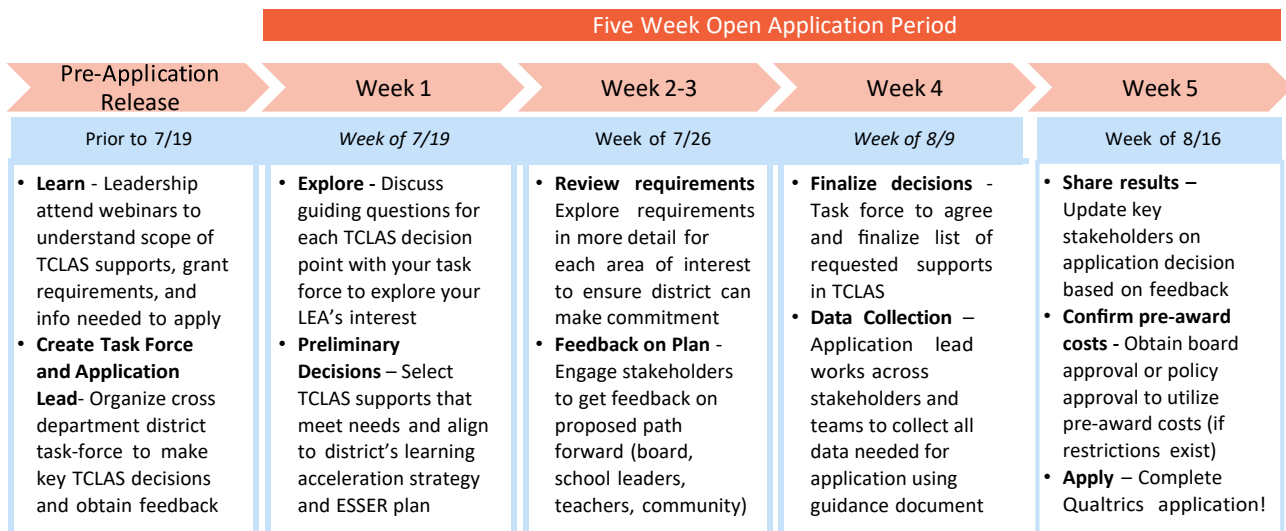
LEAs meeting the requirements above will be awarded supports requested in their TCLAS application until limits on funding and/or capacity of in-kind supports are reached.

Only information needed to calculate the TCLAS award will be requested from LEAs, and no narrative responses will be required. For example, a TCLAS support may award \$1,000 per teacher participating in the initiative. So, TEA will request the volume of teachers from LEAs.

TEA will prioritize available funds and supports using criteria such as high percentages of economically disadvantaged student populations, rural status, and/or successful completion of TEA-supported planning or implementation requirements. Criteria for prioritization of funding will vary depending on the support and can be found in the “Additional Considerations” section of each support.

LEA Planning Recommendations

TCLAS services should be aligned with efforts already underway and your LEA’s broader learning acceleration goals. Therefore, we recommend application decisions include both cabinet-level leadership, LEA staff who will lead implementation, and any strategic advisors that you currently employ. Additionally, due to the speed at which TEA seeks to get funding to LEAs, the period in which the application is open will be relatively short. It is recommended LEAs strategically and intentionally backwards plan from the application deadline so they can effectively make TCLAS decisions with the appropriate level of buy-in from LEA stakeholders. The graphic below includes a recommended set of weekly activities LEAs may consider following and/or adapting for local context during the open application period (**July 19th – August 20th**). It is recommended that LEAs interested in TCLAS application support reach out to their ESC for guidance.



Note: ESCs can be a great resource to districts going through TCLAS application process. Reach out for application support!

TCLAS Approved Vendor Guide (SAVL) – Available Mid-August

The TCLAS approved vendor guide is pre-vetted list of organizations with experience and expertise in supporting LEAs with one or more of the TCLAS learning acceleration strategies. The vendor list will be organized by TCLAS decision point as LEAs explore available supports and vendor partnerships.

Certain TCLAS supports require LEAs to select from an approved vendor list if awarded grant funds or in-kind supports. Additional information about this requirement will be included in the decision point summary document. The TCLAS Approved Vendor List qualification process will take place in the summer of 2021 and information about approved vendors will be available for LEAs during the application process.

Terminology and Acronyms

The following chart includes definitions of acronyms used throughout this guidance document:

Acronym	Description
TCLAS – Texas COVID Learning Acceleration Supports	Refers to overall umbrella of learning acceleration supports and associated LEA grant application
SAVL – State Approved Vendor List	Refers to a set of organizations offering approved TCLAS products or services.
ADSY – Additional Days School Year	Refers to half-day formula funding for school systems that add up to 30 instructional days for elementary schools that meet a minimum of 180 days of instruction in their traditional school year
CRIMSI – COVID Recovery Instructional Materials Support Initiative	Refers to LEAs interested in piloting Texas Home Learning (THL) Instructional Materials with a subset of schools, grades, or teachers. CRIMSI provides supports to district and school leaders, professional learning to teachers and coaches, and additional supports such as print materials and stipends.
GYO – Grow Your Own	This program aims to elevate the teaching profession in Texas by developing high-quality Education and Training courses at the high school level and by creating teacher pipelines to increase the pool and diversity of Texas’ future classroom leaders.
HQIM – High Quality Instructional Materials	Refers to materials that meet a set of quality indicators aligned to research-based instructional strategies.
P-TECH – Pathways in Technology Early College High School	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.
RSSP – Resilient Schools Support Program	This program provides districts with data-driven planning, learning acceleration strategy prioritization, planning, project/change management, and implementation support as a COVID-19 response support.
SAF – School Action Fund	This program provides support for one planning year and two implementation years of technical assistance to create a new school, restart or redesign an existing school, and other whole school actions designed to increase the number of A/B seats in a district.
THL – Texas Home Learning	A set of core and supplemental high quality instructional materials (HQIM) that meet the quality indicators and align to research.
VTTC – Vetted Texas Tutor Corps	Refers to the TEA subsidized suite of high-quality instructional materials, tutoring platform, and tutor training by TEA approved providers.

Key Deadlines and Immediate Next Steps

Step 1: Bookmark Key Application Dates

Application Opens July 19 th	Application Closes August 20 th	Grant Allocation Notification September 10 th
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Step 2: Review the Informational Webinars

TEA has provided informational webinars that provide an overview of the TCLAS application as well as deep dive overviews for each main decision point included.

Webinar Topic	Recording Slides
Decision 1: Accelerated Learning Strategic Planning	Recording Slides
Decision 2: HQIM Core Approved Products	Recording Slides
Decision 3: HQIM Supplemental Approved Products	Recording Slides
Decision 4: Teacher Recruitment Support	Recording Slides
Decision 5: Residency Program Support	Recording Slides
Decision 6: Tutoring Supports	Recording Slides
Decision 7: School Day/Calendar Redesign	Recording Slides
Decision 8: Strong Summer Program	Recording Slides
Decision 9: P-TECH	Recording Slides
Decision 10: New School Models	Recording Slides

Step 3: Apply!

The TCLAS application, resources, and application tools are available on the [TCLAS website](#). After the award amount is determined, LEAs will follow up this Qualtrics survey with a simple eGrants application through TEAL.

Have a question about the application? Email us at TCLAS@tea.texas.gov.

Decision 1: LEA Accelerated Learning Strategic Planning





Decision 1

LEA Accelerated Learning Strategic Planning

[Click here to review guiding questions](#) to support LEA decision making.

Description

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.

Overview of Included Supports

Support Name	Description	Additional Considerations
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.	For LEAs not already in RSSP, program supports will start in spring 2022 For current RSSP LEAs, interest in extending years of support or adding 1b support (Data Fellow)
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.	Data Fellow must join TEA-facilitated Data Fellow Cohort training/programming and deliver TEA-required tools

Additional Resources

LEAs may explore the additional resources below for more information on the included supports.

- [Strategic Planning Supports Overview](#)
- [TCLAS Cheat Sheet](#)
- [Decision Point-specific Guiding Questions](#)
- [Decision Point-specific Assurances](#)
- [Print-friendly Application \(page 12\)](#)

[Click here to access grant calculator](#)

Strategic Planning

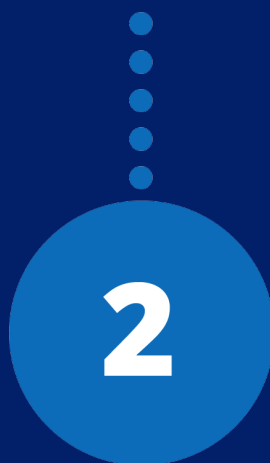
Instructional Materials

Teacher Pipelines

More Time

Innovative School Models

Decision 2: HQIM Core Approved Products





Decision 2

HQIM Core Approved Products

[Click here to review guiding questions](#) to support LEA decision making.

Description

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 will have the option to determine the level of support for each core product included in the chart below.

Approved Core Products (Tier 1)		
RLA: English and Spanish <ul style="list-style-type: none"> • K-5 Amplify Texas Elementary Literacy Program* • K-5: Amplify Texas Lectoescritura En Español** • 6-8 Amplify ELAR Texas • 9-12 Odell Texas HS Literacy Program <p>* foundational literacy skills available as standalone ** foundational Spanish literacy skills available Spring '22</p>	Math <ul style="list-style-type: none"> • K-5 Eureka Math TEKS Edition • 6-8 Carnegie Learning Texas Middle School Math Solution • 9-12 Carnegie Learning Texas High School Math Solution 	Pre-K - Teaching Strategies (Pre-K Learning Solution for Texas) Science - K-5 PhD Science TEKS Edition Social Studies - K-5 Product (Coming Soon)

Overview of Included Supports

Support Name	Description	Pre-Requisite
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. <u>For LEAs that select and participate in the grant funded supports that successfully meet the implementation and professional learning requirements may use additional funds to purchase additional TEA Available Materials, product-aligned Tier 2 and 3 supplemental products, teacher stipends, or other aligned materials as approved by TEA.</u>	Only available to support use of approved Tier 1 HQIM products
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 <u>December 31, 2021</u> , LEAs may submit a request for reimbursement <u>that will be distributed in the form of a direct grant</u> . For print materials requested after <u>December 31, 2021</u> , LEAs will receive an in-kind award to provide TEA with specific order requests and TEA will work directly with publishers to order and ship materials to LEAs. <u>TEA will collect order requests from LEAs ahead of their implementation timeline and orders placed after March 30, 2022 TEA will collect and send orders to</u>	Only available to support use of approved Tier 1 HQIM products

Strategic Planning	Instructional Materials	Teacher Pipelines	More Time	Innovative School Models
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publishers on at least a quarterly basis:

If districts have remaining 2B grant funds, LEAs may choose to work directly with the publishers to order additional materials or replace consumables, purchase product-aligned Tier 2 and 3 supplemental products that include Amplify Reading, mClass, MATHia, or additional TEA approved products. LEAs may also choose to purchase additional aligned professional development from the TEA State Approved Vendor List with any remaining 2B grant funds. — approximately once per quarter, subject to change. For printed materials purchased by LEAs prior to June 20, 2021, LEAs may submit a request for reimbursement. For print materials requested after June 20, 2021, LEAs will provide TEA with specific order requests and 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.

Strategic
Planning

**Instructional
Materials**

Teacher
Pipelines

More Time

Innovative
School Models



Decision 2

HQIM Core Approved Products

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.

Only available to support use of approved Tier 1 HQIM products

Additional Resources

LEAs may explore the additional resources below for more information on the included supports.

- Texas Home Learning [website](#) – Sample materials, unit snapshot, sign up link
- [THL Webinar Library](#) – access to free webinars with product overview and implementation guidance
- [Strategic Planning Supports Overview](#)
- [TCLAS Cheat Sheet](#)
- [Decision Point-specific Guiding Questions](#)
- [Decision Point-specific Assurances](#)
- [Print-friendly Application \(Page 15\)](#)

Strategic Planning

Instructional Materials

Teacher Pipelines

More Time

Innovative School Models

Decision 3: HQIM Supplemental Approved Products



3



Decision 3

HQIM Supplemental Approved Products

[Click here to review guiding questions](#) to support LEA decision making.

Description

To compliment strong core programs, TEA has approved a set of supplementary products with demonstrated evidence of student outcomes. This section includes a variety of different types of supports to further support individual student personalization and extended supports for certain student populations.

Overview of Included Supports

Support Name	Description	Pre-Requisite	Additional Considerations
3a. Licenses for approved Blended Learning Products	This includes grant funds for licenses for <u>Zearn, ST Math, MATHia, or other products approved by TEA</u> TEA 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.	Use of Tier 1 Approved Products	Available now
3b. Progress Monitoring & Intervention	This includes reimbursement for the purchase of Tier 2 and 3 products aligned to approved core Tier 1 products <u>that include Amplify Reading, Amplify mClass, or other products approved by TEA</u> (outlined in Decision 2) . LEAs will be allowed to list up to five products they are requesting.	Use of Tier 1 Approved Products	None
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.	None	Available in spring 2022
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.	None	Available now
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.	LEAs must serve students in the 11 th and 12 th grade.	Available now; Successful completion provides students with a 2yr exemption post HS from developmental education course at the IHE which the student is enrolled for course

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Decision 3

HQIM Supplemental Approved Products

Additional Resources

LEAs may explore the additional resources below for more information on the included supports.

- Licenses for Approved Blended Learning Products - [Math Innovation Zones webpage](#)
- Amplio - Dyslexia Tool - [Amplio Dyslexia Tool website](#)
- Decodable Texts for Learning to Read - [Learning Dynamics webpage](#)
- Texas College Bridge - [Texas College Bridge website](#), [Texas Education Code §28.014](#), and [Texas Education Code §51.338](#)
- [Strategic Planning Supports Overview](#)
- [TCLAS Cheat Sheet](#)
- [Decision Point-specific Guiding Questions](#)
- [Decision Point-specific Assurances](#)
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Decision 4: Teacher Recruitment Support



4



Decision 4

Teacher Recruitment Support

[Click here to review guiding questions](#) to support LEA decision making.

Description

The Grow Your Own (GYO) program 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. GYO provides supports for paraprofessionals to become certified teachers and the expansion of E&T high school courses.

Overview of Included Supports

Support Name	Description
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 implementation and growth of E&T programs	<p>LEAs will be awarded funding to cover allowable expenses including the following:</p> <ul style="list-style-type: none"> • Event/conference participation, membership fees, and travel costs related to E&T • Consumable supplies, instructional materials, and other resources for E&T coursework <p>Substitute teachers needed for E&T teachers out for CTSO related work. For 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).</p>

Additional Resources and Supports

LEAs may explore the additional resources below for more information on the included supports.

- [Grow Your Own website](#)
- [Strategic Planning Supports Overview](#)
- [TCLAS Cheat Sheet](#)
- [Decision Point-specific Guiding Questions](#)
- [Decision Point-specific Assurances](#)
- [Print-friendly Application \(Page 30\)](#)

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Decision 5: Residency Program Support



5



Decision 5

Residency Program Support

[Click here to review guiding questions](#) to support LEA decision making.

Description

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 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.

Overview of Included Supports

Support Name	Description	Additional Considerations
5a. Teacher resident stipend(s)	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.	N/A
5b. Flexible funding for district 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).	N/A
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.	LEAs pursuing 5a-b supports are required to also engage in 5c supports, unless currently working with Public Impact or US Prep to implement teacher residencies with strategic staffing models.

Additional Resources

LEAs may explore the additional resources below for more information on the included supports.

- [Vetted Teacher Residency List](#)
- [High-Quality, Sustainable Teacher Residency Overview Deck](#)
- [Strategic Planning Supports Overview](#)
- [TCLAS Cheat Sheet](#)
- [Decision Point-specific Guiding Questions](#)
- [Decision Point-specific Assurances](#)
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Decision 6: Vetted Texas Tutor Corps Tutoring Supports



6



Decision 6 Tutoring Supports

[Click here to review guiding questions](#) to support LEA decision making.

Description

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.

Overview of Included Supports

Support Name	Description	Additional Considerations
6a. Vetted Texas Tutor Corps (VTTC) Program Subsidy	<p>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. More specifically:</p> <ul style="list-style-type: none"> • TEA will contract directly with vendors included in the VTTC so costs to access these services will be subsidized • LEAs participating in the VTTC will be required to use a TEA-subsidized vendor 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. <p>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..</p>	<p>High-quality instructional materials are not available for all grade bands and subjects through the VTTC.</p> <p>TCLAS Tutoring subsidy may not cover the entire cost associated with implementing a high impact tutoring program. LEAs receiving this grant will be required to cover any additional costs not covered by the subsidy.</p>

Additional Resources

LEAs may explore the additional resources below for more information on the included supports.

- [Texas Tutoring Supports Webpage](#)
- [Strategic Planning Supports Overview](#)
- [TCLAS Cheat Sheet](#)
- [Decision Point-specific Guiding Questions](#)
- [Decision Point-specific Assurances](#)
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Decision 7: School Day/Calendar Redesign



7



Decision 7

School Day/Calendar Redesign

[Click here to review guiding questions](#) to support LEA decision making.

Description

One of the key resources available to address learning acceleration is more time. What a campus does with that time is critical to ensure an effective and sustainable learning acceleration environment. School Day/Calendar Redesign campuses will utilize Additional Days School Year (ADSY) funding to add 30 additional days to their year while adjusting daily schedules to reduce instructional time and add additional student brain breaks and teacher planning time.

Overview of Included Supports

Support Name	Description	Additional Considerations
7a. Technical Assistance and Learning Community Support	<p>This set of supports includes:</p> <ul style="list-style-type: none"> Expert technical assistance to support 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 three execution years 	LEAs can apply for one or more elementary (PK-5) campuses. Campuses must have eligibility to draw down on ADSY funds in implementation year. LEA academic calendars can be different than participating campus calendars. Priority for applicants with participating campus academic calendar already conducting 180 instructional days. Priority for applicants with intended implementation in 22-23
7b. Funding for ADSY Project Manager	Salary for designated project manager to drive cross-departmental collaboration and strategic plan development. 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 spend grant funds on a Redesign Project Manager in the execution year.	LEAs can only access grant funds for 7b or 7c if they have or are currently participating in 7a.
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.	Available for year 1 and year 2 of implementation. Contingent on board approval of ADSY calendar

Additional Resources

LEAs may explore the additional resources below for more information on the included supports.

- [Additional Days School Year Webpage](#)
- [ADSY FAQs](#)
- [ADSY Planning and Execution Program Approved Vendors](#)
- [Strategic Planning Supports Overview](#)
- [TCLAS Cheat Sheet](#)
- [Decision Point-specific Guiding Questions](#)
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Decision 8: Strong Summer Program



8



Decision 8

Strong Summer Program

[Click here to review guiding questions](#) to support LEA decision making

Description

High-quality, evidence-based summer learning programs help to prevent summer slide, 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 and will design a summer program that allows districts to benefit from Additional Days School Year (ADSY) funding.

Overview of Included Supports

Support Name	Description	Additional Considerations
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.	LEAs can apply for one or more elementary campuses. Campuses must have eligibility to draw down on ADSY funds in implementation year. LEA academic calendars can be different than participating campus calendars. Priority for applicants with participating campus academic calendar already conducting 180 instructional days. Priority for applicants with intended implementation in 22-23. Priority for percent of students identified as economically disadvantaged (ranked). Priority for applicants with greater percentage of participating students compared to total P-5 enrollment. Co-funded with support from the Wallace Foundation
8b. Funding for ADSY Project Manager	Salary for designated project manager to drive cross-departmental collaboration and strategic plan development	LEAs can only access grant funds for 8b or 8c if they have or are currently participating in 8a. Co-funded with support from the Wallace Foundation
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.	Available for year 1 and year 2 of implementation. Contingent on board approval of ADSY calendar

Additional Resources

LEAs may explore the additional resources below for more information on the included supports.

- [Additional Days School Year Webpage](#)
- [Summer Learning Framework](#)
- [Strategic Planning Supports Overview](#)
- [TCLAS Cheat Sheet](#)
- [Decision Point-specific Guiding Questions](#)
- [Decision Point-specific Assurances](#)
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Decision 9: P-TECH



9



[Click here to review guiding questions](#) to support LEA decision making.

Description

[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 its career focus and the provision of work-based education and is supported through clearly defined [design elements](#) and [student outcome goals](#) in the [P-TECH Blueprint](#). 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

Focus of the P-TECH Academy:

- Workforce Partnership
 - Requires pathways alignment to regional workforce needs
 - Memorandum of Understanding (MOU) with business/industry partner required
 - First Priority interviewing
 - Requires [work-based learning](#) at every grade level
- [Higher Education Partnership](#)
 - Requires MOU with Institution of Higher Education for dual credit courses
 - Earn [college credit](#)
 - Requires opportunity for students to earn postsecondary credential or industry certification
 - Associate degree, Level 1 or Level 2 certificates
- [Open enrollment](#) and no cost to students

In addition to the granted funds below, all P-TECH campuses will receive technical assistance and support during planning and implementation from a matched approved vendor. Each P-TECH campus is assigned a leadership coach through TEA’s CCRSM Technical Assistance provider.

Overview of Included Supports

Support Name	Description	Additional Considerations
9a. P-TECH Network Planning and Implementation	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..	<p>Must have support from an Institution of Higher Education and a Business/Industry partner to apply. P-TECH campuses will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student’s first day of high school: receive a high school diploma and an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training.</p> <p>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</p>

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<p>9b. P-TECH Network Success</p>	<p>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 workbased 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 PTECH blueprint, continue collaborative leadership and advisory council work, increase opportunities, pathways, and number of students served in the program and provide workbased 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.</p>	<p>receive the 2021-23 Dual Credit Faculty Expansion Grant.</p>
<p>9c. Dual Credit Faculty Expansion Grants</p>	<p>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..</p>	<p>A grantee must partner with a dual credit provider that agrees to hire the high school educator when the teacher meets the credentials needed to become employed as a dual credit faculty member.</p>

Additional Resources

LEAs may explore the additional resources below for more information on the included supports.

- [Pathways in Technology Early College High Schools \(TEA\)](#)
- [Pathways in Technology Early College High School – Network Site](#)
- [Texas CCRSM Blueprints – Interactive P-TECH](#)
- [Strategic Planning Supports Overview](#)
- [TCLAS Cheat Sheet](#)
- [Decision Point-specific Guiding Questions](#)
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Decision 10: New School Models



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Decision 10

New School Models

[Click here to review guiding questions](#) to support LEA decision making.

Description

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:

1. [Redesign a School with a Blended Learning Model](#)
 - a. Planning: 2021-2022
 - b. Continuation: 2022-2024
2. Redesign a rural school(s) with a Collegiate Edu-Nation model (*resource coming soon!*)
 - a. Planning: 2021-2022
 - b. Continuation: 2022-2024
3. [Create a New School, LEA-Managed in an Effective Schools Framework-aligned model](#)
 - a. Planning: 2021-2022
 - b. Continuation: 2022-2024
4. [Restart a Struggling School as an ACE Campus](#) (NOTE: Implementation only; campus must be ACE designated)
 - a. Implementation: 2021-2023

Overview of Included Supports

Support Name	Description
10a. New School Model Planning and Implementation Support	<p>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.</p> <p>There are three potential models available within this option:</p> <ol style="list-style-type: none"> 1. Redesign as a Blended Learning Model; 2. Redesign as a Rural P-20 Model; or 3. Create a New School. <ul style="list-style-type: none"> • 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 prerequisite 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	<ul style="list-style-type: none"> • Implementation year coaching and support to ensure fidelity of implementation and effectiveness • LEA and campus leader support in implementing evidence-based instructional strategies aligned with the school's specific instructional model • 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.

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Decision 10

New School Models

Additional Resources

- To learn more about new school models (School Action Fund), please visit <https://www.centerforschoolactions.org/>. [Strategic Planning Supports Overview](#)
- [TCLAS Cheat Sheet](#)
- [Decision Point-specific Guiding Questions](#)
- [Decision Point-specific Assurances](#)
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Guiding Questions





Decision 1 - LEA Accelerated Learning Strategic Planning

Needs Analysis

- Do you have a firm understanding of your students' needs including the specific needs of subgroups such as low-income students, English Language Learners, and special education students at different grade levels based on empirical data?
- Do you have persistent achievement gaps between student groups? Have those gaps increased as a result of COVID-19? How do your current plans address those gaps?

Learning Acceleration Vision

- Does your LEA have a firm understanding of research-based strategies for learning acceleration and how to implement those strategies with fidelity (e.g., high dosage tutoring, interventions)?
- Does your leadership team have 2-3 prioritized strategies for learning acceleration and a plan for implementation?

Learning Acceleration Planning & Operations

- To what extent are your LEA and school staff set up for effective implementation of your prioritized learning acceleration strategies?
- Has your leadership team aligned on a plan for learning acceleration? Is this plan clear at both the LEA level and campus levels?
- Has your leadership team aligned on goals for learning acceleration over the next 2-3 school years?
- Does your LEA have the necessary data systems and continuous improvement practices and protocols to facilitate data-driven reflection and iteration over time?

Supports

- Is your LEA currently participating in the Resilient Schools Support Program and receiving learning acceleration planning supports through an RSSP technical assistance provider?
- If these supports are selected, TEA will match you with a technical assistance provider. Are you committed to receiving supports from a TEA-selected provider from this list? Do you have a preferred vendor on this list (TEA cannot guarantee that you will receive your preferred match)?

Decision 2 - HQIM Core Approved Products

General Questions Supporting Tier 1 Instructional Materials

- Do your teachers and students have access to teacher and student instructional materials that cover 100% of the standards across all grades and subjects?
- Do your instructional materials include a scope and sequence supported by aligned high quality unit and lesson plans that over a 180-day time period at a minimum?
- Do your instructional materials include embedded quality formative assessments including daily checks for understanding and end of unit assessments (at a minimum)?
- Do your instructional materials included embedded supports to support all learnings including students behind grade level, ELLs, Special Populations?
- Do you have access to digital and printed versions of materials for all teachers and students?

RLA Specific

- Do your instructional materials include an explicit, systematic phonics program?



Guiding Questions

- Are your instructional materials designed to build knowledge around a series of topics and themes, with grade-level text sets specifically organized around knowledge topics?
- Do the assignments require students to mostly use evidence from the text to answer questions?

Math Specific

- Do your materials support rigor by balancing conceptual understanding, procedural skill and fluency, and application as required by the standards in the TEKS?
- Do your materials focus on math content that aligns to and meets the rigor of the TEKS for each grade level, while concentrating time and effort on going deep on the most important topics for the grade level?
- Do your materials connect concepts within and across grades along a strategic progression of learning so that new understandings are built on previous foundations and mathematics tells a continuous, connected story for students?
- Do your materials provide students with productive problem solving and engage them in multiple opportunities for practice, discussion, representations, and writing that requires them to explain and revise their thinking?

Aligned Professional Learning

- Do you have HQIM-aligned onboarding for teachers, instructional coaches, school leaders and relevant LEA staff?
- Does your LEA have ongoing HQIM-aligned professional learning supports for all roles within the LEA to support the use of HQIM?
- Does your LEA have a strong plan for using HQIM embedded assessments to improve instruction on a regular basis and ensure alignment with other assessment tools and practices?
- Do current or planned HQIM-aligned professional learning materials and experiences take into account the unique needs and cultures of your LEA's students?

Math and Literacy Coaches

- Do you have capacity to provide teachers with job-embedded coaching and support specifically on the implementation and use of high-quality instructional materials?

Decision 3 – Supplemental Instructional Materials

Supplemental blended learning

- Are you implementing Eureka Math TEKS and want an aligned digital supplement to support all learners?
- Do you have computer and internet access for students and want to leverage the connectivity to support math instruction?
- Do you want to implement an aligned approach to using supplemental math software to support your core curriculum across grade levels?

Progress monitoring and intervention

- Has your district strategically designed Tier 2 and Tier 3 to compliment and align with the Tier 1 approach?
- Does your district have strong progress monitoring tools to effectively identify students for intervention and monitor ongoing performance?

Decodable Texts for Learning to Read



Guiding Questions

- Do you have a household friendly resources for struggling readers aligned to the Science of Teaching Reading?
- Do you have student decodables designed to support struggling readers in classrooms or households?

Dyslexia Tool

- Do you currently have capacity to effectively support all of your students with dyslexia?
- Do you currently have enough interventionists to effectively support your students with dyslexia?
- Do you have a master schedule that allows for sufficient support of students with dyslexia?
- Did students with dyslexia have their support interrupted due to COVID 19?
- Is there a need to support your students with dyslexia with compensatory service?

College Bridge

- Does the LEA currently have the capacity and resources to ensure that all students are ready to perform entry-level college coursework by high school graduation?
- Does the LEA employ teachers that can support students in the HB 5 (TEC 28.014) college preparatory courses?
- Does the LEA have counselors/advisors that can help students navigate how to prepare to enter and pay for college?
- Does the LEA have access to resources, technology, and instructional materials for students that cover the following topics: value of a postsecondary degree, demonstrating college readiness, college and career exploration, choosing a school, paying for college, and college applications?
- Has the MOU and content of the HB 5 college preparatory courses been created and/or reviewed with in the last 3-5 years?
- Will all students meet the College Career and Military Readiness indicators by high school graduation?

Decision 4 – Teacher Recruitment Support

- Does our LEA have teacher shortages in traditionally hard-to-staff areas such as bilingual and/or special education certification areas?
- Does our LEA have demographic gaps between students and teachers?
- Does our LEA have high attrition rates?
- Does our LEA have paraprofessionals, long-term substitutes, and/or instructional aides who are quality educators and would like to become certified teachers?
- Does our LEA offer programs that encourage and prepare high school students to pursue a career in teaching?

Decision 5 – High-Quality, Sustainable Teacher Residency

- Does your LEA evaluate teacher pipeline data at least annually (hiring, promotion, attrition, etc)?
- Is improving teacher retention a current area of focus withing your LEA?
- Does your LEA have demographic gaps between students and teachers?
- Is your LEA interested in developing an educator pipeline strategy, including recruitment, selection, induction, and promotion of effective educators?
- Does your LEA have, or are you interested in, establishing a partnership with an educator preparation program to place teacher residents in full-time, yearlong teacher residencies on one or more campuses?



- Is your LEA interested in designing and implementing an innovative staffing plan, with technical assistance support, that will include reallocation of LEA dollars to fund salaries for teacher residents, to ensure sustainability of educator pipeline practices?

Decision 6 – Tutoring Supports

- How many students will be required to receive the minimum 30 hours of tutoring as defined in recent legislation (HB 4545) and in which grades and subject areas?
- When will tutoring be held? (During the school day, before and/or after school)
- Will parent waivers be needed in order to have greater than the 3:1 student to tutor ratios with some groups?
- What are the master schedule considerations to accommodate tutoring?
- Who will provide oversight and support for the development and implementation of the LEA's tutoring program?
- Will the LEA design and implement their own tutoring program, contract with an external tutoring vendor, or utilized subsidized tutoring supports from the Vetted Texas Tutor Corps (VTTC) through the TEA?
- Does the LEA have access to high quality instructional materials that can be used for tutoring in the grades and subject areas needed?
- Is there a plan and capacity to provide training and support for tutors on the high-quality instructional materials designed specifically for tutoring?
- For what percentage of your tutoring need, in terms of the number of students, do you already have tutors contracted or otherwise prepared to deliver services?
- How will you track student data and utilize it to inform targeted tutoring supports?
- How will you determine the effectiveness of your tutoring program and use data to continuously improve the supports provided?
- What is the LEA's tutoring program budget?
 - What are the per student costs of these services, and what additional training, support, and/or resources will tutors need in order to be successful?
 - Will opting into the Vetted Texas Tutor Corps provide higher quality and/or lower cost services for the quality provided than other providers in the grades and subjects required?
- If tutoring is provided outside of the regular school day, does your LEA have transportation arrangements to support students in accessing tutoring?

Decision 7 – Calendar Redesign

- What is the current number of instructional days in your school calendar?
- Do(es) your intended campus(es) provide at least one grade level within the PK-5 grade band?
- Would your campus consider adopting a calendar with at least 180-instructional days?
- Do you want to redesign your campus with a new 210-day calendar which includes 30 ADSY days?
- Do you desire additional state funding to support implementation of a full year redesign?
- Are you interested in redesigning your full year calendar to help meet the needs of students?
 - Is your LEA open to taking part in a four-year grant program where LEAs receive technical assistance and funding to design and implement a fully redesigned school calendar?
 - Do teacher contracts allow for a school year beyond 187 days? If not, are you willing to adjust them or provide stipends to teachers for additional days?
 - Are you willing to conduct the required stakeholder engagement to facilitate strong community and staff buy-in?
 - Is your LEA willing to a comprehensive budgeting process to fund a full year redesign program?



Decision 8 – Summer (ADSY and non-ADSY Summer)

- What is the current number of instructional days in your school calendar?
- Do(es) your intended campus(es) provide at least one grade level within the PK-5 grade band?
- Are you currently benefitting from ADSY funds?
- Do you have a summer program or want to host a summer program?
- Do you desire additional state funding to support implementation of a summer program?
- Would your campus consider adopting a calendar with at least 180-instructional days?
- Are you interested in adding 25 to 30 additional half days to your regular instructional calendar to host summer learning days?
- Are you interested in designing and implementing a high quality summer program to help meet the needs of students?
- Is your LEA open to taking part in a four-year grant program where LEAs receive technical assistance and funding to design and implement a high quality summer program?
- Do you have an existing summer program that you would like to improve with evidence-based strategies?
- Are you interested in utilizing evidence-based templates and resources to design your summer program?
- Are you interested in a supported process for adopting high quality instructional materials for summer?

Decision 9 - P-TECH

P-TECH Planning and Implementation Grant

- Quantifiable needs have been identified for a P-TECH program
 - Does the data and regional need support the proposed statewide or regionally approved pathways and programs of study in career technical education? Is the data supported with labor market information and in alignment with your regional workforce board? Does the geographic region of the proposed P-TECH have high-demand jobs that align with what you are proposing?
 - Does the geographic region of the proposed P-TECH have high-demand jobs that align with what your campus is proposing?
- Strategies to address those needs have been clearly described.
 - Do the proposed strategies result in concrete, meaningful outcomes: an associate degree, some combination of post-secondary and industry experience leading to certification, an apprenticeship, or something similar?
- Is the course of study the school is planning to offer aligned to local need? Does it expand on current offerings? Does it enable a student to combine high school courses and postsecondary courses? Does the campus have an identifiable crosswalk, sequence of courses, degrees/certifications/certifications students will earn? Have considerations for work-based education at every grade level been considered?
- Has the campus or LEA started the conversation of P-TECH with an IHE partner? Has the partner agreed to meet the requirements of the program? Have meetings been set in motion to continue planning?
- Has the campus or LEA started the conversation of P-TECH with a business/industry partner? Has the partner agreed to meet the requirements of the program? Have meetings been set in motion to continue planning?
- Has the campus considered the staffing and teaching increase of course offerings and wrap-around strategies and services the campus will offer to P-TECH students specifically?
- Has the campus considered reasonable and necessary costs to achieve the goals of the P-TECH grant?

P-TECH Success Grant

- Quantifiable needs have been identified for enhancement of a P-TECH Program



Guiding Questions

- Does your campus have a specific need to expand the number of students or pathways offered within your P-TECH program?
- Does the geographic region of the proposed changes to P-TECH still support the high-demand jobs that align with what you are proposing?
- Strategies to address those needs have been clearly described.
 - Do the proposed campus activities, partnerships, services, etc. provide potential students with opportunities they might not have otherwise been provided through your already established P-TECH programs?
- Will a new course of study expand or add to your P-TECH program and will it require further support and information on how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalk, sequence of courses, degrees/certifications/certifications earned and work-based education that will be available at every grade level.
- Has the campus or LEA started the conversation of P-TECH expansion with an IHE partner? Has the partner agreed to meet the requirements of the program and the expansion of pathways or services? Have meetings been set in motion to continue planning for new program pathways or student support?
- Has the campus or LEA started the conversation of P-TECH with a business/industry partner? Has the partner agreed to meet the requirements of the program? Have meetings been set in motion to continue planning?

Dual Credit Faculty Expansion

- Does the campus wish to offer academic dual credit taught by qualified and credentialed high school teachers?
- Does the campus lack staff that have the credentials to be hired by the institution of higher education to teach an academic college level course (dual credit)?
 - [SACSCOC requires](#) (at a minimum) the following
 - Master's degree or higher in the subject areas or
 - Masters degree or higher with 18 graduate hours in the subject areas
- Does the campus have educators that hold:
 - A bachelor's degree with no graduate coursework,
 - Complete a masters' degree and require a concentration in the teaching discipline,
 - Already started graduate coursework toward a master's degree and are seeking to complete the necessary coursework required by the hiring college/university to become credentialed as dual credit faculty?
- Does the campus have staff that are willing and able to meet the SACSCOC requirements (and any additional requirements set out by the IHE) to teach dual credit courses?
- Does the LEA have a partnership with the institution of higher education that would allow hiring of high school teachers to teach dual credit if they were credentialed?

Decision 10 – New School Models

General Questions

- Does my LEA have a need for more A/B schools?
- Has your LEA completed a LEA-level data analysis and planning process to understand the needs of your students and families?
- Does your LEA have/want to build the capacity to plan and implement a coherent whole-school model to meet the needs of students?

New School Model-specific Questions



Guiding Questions

- *Create a New School, LEA-Managed*
 - Does your LEA show a need for additional high performing options to meet enrollment growth AND/OR address performance gaps for a specific neighborhood or student population OR provide an additional open enrollment option?
 - Does your LEA have a dynamic internal leader(s) with track record of success OR ability to recruit a high-performing leader from outside the LEA AND the ability for that leader to dedicate at least 3 full days/week to school design in the 2021-2022 school year?
 - Does your LEA have a teacher talent pool such that recruiting teachers to launch school(s) one grade-level at a time will not create major deficits in other schools?
 - Is your LEA willing to open this school one grade level at a time (or K-1 in elementary)?
- *Redesign a School with a Blended Learning Model*
 - Does your LEA have a need for a more flexible, blended learning model available to a campus or set of campuses, including synchronous and asynchronous learning in multiple settings, strong SEL supports, high quality instructional materials, and an extended day and year?
- *Redesign a rural school(s) with a Collegiate Edu-Nation model*
 - Is your LEA 500 students or fewer?
 - Does your LEA have a need for more high-quality, community-responsive experiential learning opportunities?
 - Is the LEA willing to redesign its approach to curriculum and instruction, teacher training, and school leadership in order to improve student outcomes and ensure students are prepared for rigorous dual enrollment courses in high school?
 - Is the LEA willing to partner/strengthen partnerships with civic and community organizations, such as workforce groups and Texas Agri-Life Extension Districts, to provide authentic and rigorous learning experiences for all students?
 - Is the LEA willing to align the PreK-8th grade model with a Pathways in Technology Early College High School (PTECH)?
- *Restart a Struggling School as a Partner-Managed or ACE Campus*
 - Does your LEA have an ACE campus(es) that have *not received* previous School Action Fund grants (including School Redesign Grant and School Transformation Fund grants)?
- *Restart a Struggling School with a Resource School Model*
 - Has your campus been rated F for four or more years in the last ten years?
 - Is the LEA willing to adopt the ACE model for turnaround, including High-Quality Instructional Materials and Additional Day School Year?
 - Is the LEA planning/implementing the Teacher Incentive Allotment (TIA)? If not, is it willing to engage in a TIA planning process?
 - Is the LEA willing to require all teachers and leaders to reapply for their position to continue at the Resource School?

Grant Requirements (Assurances)





Grant Requirements (Assurances)

Overall TCLAS Assurances

List of assurances

- The LEA understands that if the above 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.
- The LEA superintendent has approved participation in all supports LEA applies to in application.
- The LEA Chief Academic Officer (or equivalent leader) has approved participation.

Decision 1 - LEA Accelerated Learning Strategic Planning

List of assurances

- 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:

Support / Event	Duration	Frequency
RSSP Launch Webinar	90 min	Once (start of program)
TA Partner/LEA Lead Coaching Call	60 min (minimum)	Weekly to Biweekly
LEA RSSP Team collaboration	60 min (minimum)	Once every 2-3 weeks
Improvement Review	90 min	Three times across year
TEA progress check-in	30 min	Once every 1-2 months
Campus-level supports	<i>Limited to focal campuses, dependent on improvement plan, utilizing existing structures (e.g., PLCs)</i>	

- 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 and providing 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 and Stakeholder Presentation
 - Priority Areas and Goals set
 - Improvement Plan developed
 - Improvement Review #1 conducted
 - Improvement Review #2 conducted
 - Following School Year Planning and Reflection completed



Grant Requirements (Assurances)

- 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

Decision 2 - HQIM Core Approved Products

List of assurances

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~~

~~Participants understand that completion of pre-pilot asynchronous onboarding is a requirement to prepare for successful implementation~~

~~Participants understand that attendance and participation in ongoing virtual professional learning for the duration of the initiative is a requirement to support successful implementation~~

~~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.)~~

LEA Commitment

The LEA has appointed a LEA initiative lead to serve as the primary point of contact

- Appointment of initiative lead as the primary point of contact and submission of at least 1 additional point of contact
- Initiative leads commit to the following for Spring-Summer 2022:
- 60-min orientation webinar
- Self-paced asynch onboarding modules
- 45-min beginning-of-pilot consultation
- 90-min blended collective learning sessions for pre-implementation learning series (x5)Pre-implementation survey (x2)



Grant Requirements (Assurances)

- Initiative leads commit to the following for School Year 2022-23:
- 60-min live virtual community of practice focused on cycle of continuous improvement
- 45-min middle-and end-of-pilot consultations
- 90-min blended collecting learning session
- Implementation survey (x4)

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

Te 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

- Participation of at least 1 school leader per participating campus (recommend principal)
- Submission of participant registration information by deadlines
- School Leaders commit to the following for Summer 2022:
- Self-paced asynch onboarding modules
- 90-min asynch/blended collective learning sessions
- 60-min live virtual community of practice
- Pre-implementation survey
- School Leaders commit to the following for School Year 2022-23:
- 90-min asynch/blended collecting learning session (x4)
- 60-min live virtual community of practice (x4)
- Implementation survey (x4)

The proposed teachers and coaches have agreed to participate

- Participation of at least 1 coach per product (coaches may include instructional coaches, administrators, leaders, or other individuals directly supporting teachers)
- Submission of participant registration information by deadlines
- Coaches commit to the following for Summer 2022:
- Self-paced asynch onboarding modules
- 90-min product-specific asynch/blended collective learning sessions (x3)
- 60-min product-specific live virtual community of practice
- Pre-implementation survey
- Coaches commit to the following for School Year 2022-23:
- 90-min product specific asynch/blended collective learning session (x9)
- 60-min product-specific live virtual community of practice (x7)
- Monthly protocols and practices (x9)
- Monthly observations (x9)
- Implementation survey (x4)
- Teachers commit to the following for Summer 2022:
- Self-paced asynch onboarding modules
- 90-min product-specific asynch/blended collective learning sessions (x4)
- 60-min product and grade-specific live virtual community of practice
- Pre-implementation survey
- Teachers commit to the following for School Year 2022-23:
- 90-min product specific asynch/blended collective learning session (x5)
- 60-min product and grade-specific live virtual community of practice (x4)
- Monthly protocols and practices (x9)



Grant Requirements (Assurances)

- Implementation survey (x4)
- Data from each unit/module assessment (data upload through Eduphoria, DMAC, TFAR, or manual submission)
- 3 anonymized student work samples from each unit/module assessment
- 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

- Following the year-long scope and sequence for each pilot product
- Meeting the minimum number of instructional minutes for each pilot product
- Usage of curriculum-embedded assessments for each pilot product
- Usage of HQIM aligned professional learning
- Ensuring digital access and rostering (if applicable)
- Ensuring print access

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

Participants understand that completion of pre-pilot asynchronous onboarding is a requirement to prepare for successful implementation

Participants understand that attendance and participation in ongoing virtual professional learning for the duration of the initiative is a requirement to support successful implementation

- 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.

Approval by superintendent and CAO (or equivalent leader) to participate in the pilot (and school board if required by local policy)

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 ST Math, Zearn, MATHia, or another TEA approved software program.
- The LEA must submit the Blended Learning Strategic Plan in the spring prior to implementation.

2.b Print Materials

- 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



Grant Requirements (Assurances)

2.c Math and Literacy Coaches

- 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 TEA approved core products for K-5 math and RLA unless otherwise approved by TEA.

Decision 3 – Supplemental Instructional Materials

3a. Supplemental blended learning products

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

3e. 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.



Grant Requirements (Assurances)

- 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

Decision 4 – Teacher Recruitment Support

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~~ that have been identified and by March 1, 2022 must be submitted to TEA by March 1, 2022.
- The applicant must file a budget amendment if over 25% of the total ESSER funding awarded through TCLAS is being changed.s 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-Warned 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~~ maintained locally and submitted to TEA as requested.
- The LEA will determine whether Aall 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)



Grant Requirements (Assurances)

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.

Decision 5 – High-Quality, Sustainable Teacher Residencies

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.



Grant Requirements (Assurances)

- 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.



Grant Requirements (Assurances)

Decision 6 – Tutoring

- 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.

Decision 7 – Redesign

- 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 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~~ the Full Year Redesign program 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, grantee will not receive additional 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 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



Grant Requirements (Assurances)

Grantees commit to utilizing Tier 1 high quality instructional materials (HQIM) during the full academic year. TEA defines high quality instructional materials as those that: 1) are aligned to research-based instructional strategies (RBIS) 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 Reading English Language Arts English materials listed on 1) ~~Texas Home Learning~~ [TEA Available Core Products](#), 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.

Decision 8 – Summer

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 Design & Implementation vendor (ADSY PEP), ~~or an approved ADSY Design & Implementation vendor~~ or a vendor approved for Design & Implementation through another TEA initiative (Summer Planning Support)
- Participate in all learning community sessions during the 2021-2022 school year (up to one day per month) or corresponding planning year
- 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



Grant Requirements (Assurances)

- 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 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.

Decision 9 - P-TECH

Eligibility for P-TECH Planning and Implementation

- 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

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



Grant Requirements (Assurances)

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 Planning and Implementation

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://www.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.

P-TECH Success

The applicant provides assurance that the P-TECH campus will apply through [texasccrsmdesignation.org](https://www.texasccrsmdesignation.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.



Grant Requirements (Assurances)

- 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.

Dual Credit Faculty Expansion grant 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-andcareer-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



Grant Requirements (Assurances)

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.

Decision 10 - New School Models

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 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.

(Resource Schools Only) The LEA agrees to plan and implement the Teacher Incentive Allotment, Additional Days School Year, the ACE turnaround model, and all other aspects of HB1525 Section 29.934.