A background image showing a group of students walking on a set of stairs in a school hallway. The students are wearing backpacks and casual clothing. The stairs have metal railings. Large windows in the background let in natural light. The image is overlaid with several horizontal decorative bars in various colors (blue, green, red, yellow) and patterns (checkered, solid).

TCLAS: High-Quality Afterschool

Overview Webinar

Welcome and Thanks for Joining Us Today!



Brian Doran
Director, Expanded
Learning Models



Gloria Matthews
Manager, HQIM
Integration

Andrew Hodge

Agenda and FYIs for Today

Agenda

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



Recap: 10 Available Decision Points for Districts in TCLAS

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

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Decision 2: HQIM Core
Approved Products

Decision 4: Teacher
recruitment support



Why Afterschool for Learning Acceleration?

TCLAS: High Quality Afterschool supports applicants in designing and implementing afterschool programs that accelerate learning by:

Providing a **safe and healthy environment** after the school day for all students at no cost to ensure full access.

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

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

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

- HB 4545 establishes requirements for accelerated instruction for students who do not pass the STAAR in grade 3, 5, or 8 in math or reading or STAAR EOC assessments.
- Accelerated instruction must occur for 30 hours over the course of the school year



Programming and Available Supports

What does High-Quality Afterschool Look Like?

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

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

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

At least 1 hour of academics
per day

TCLAS: High Quality Afterschool Timeline & Requirements

2021				2022							
Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
							Submit Afterschool Strategic Plan for Approval				

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Overview of Supports

11B: Technical Assistance for Afterschool Design and Implementation

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11C: Instructional Supports for Afterschool: Option A

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



At least 30-minute tutoring sessions, 3x a week

Individualized support in small group settings (1:3 staff to student ratio max.)

High-



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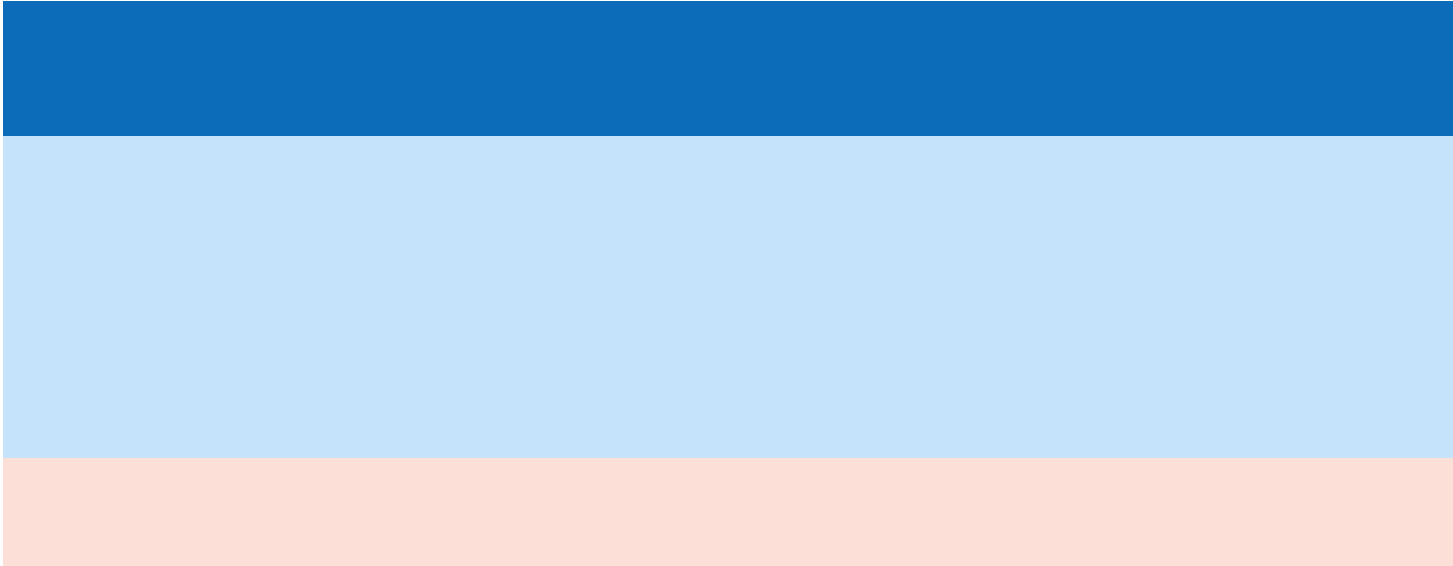
11C: Instructional Supports for Afterschool: Option A

Available Supports & Funds:

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

11C: Instructional Supports for Afterschool: Option B

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



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11C: Instructional Supports for Afterschool: Option B

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

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Eligibility, Prioritization, & Assurances

Eligible applicants include:



LEAs as the lead applicant

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



Third party entity as lead applicant

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

LEAs applying to implement a high impact tutoring program in afterschool with approved

Awardees Must Commit to Assurances in Overview Doc

Highlighted Assurances:

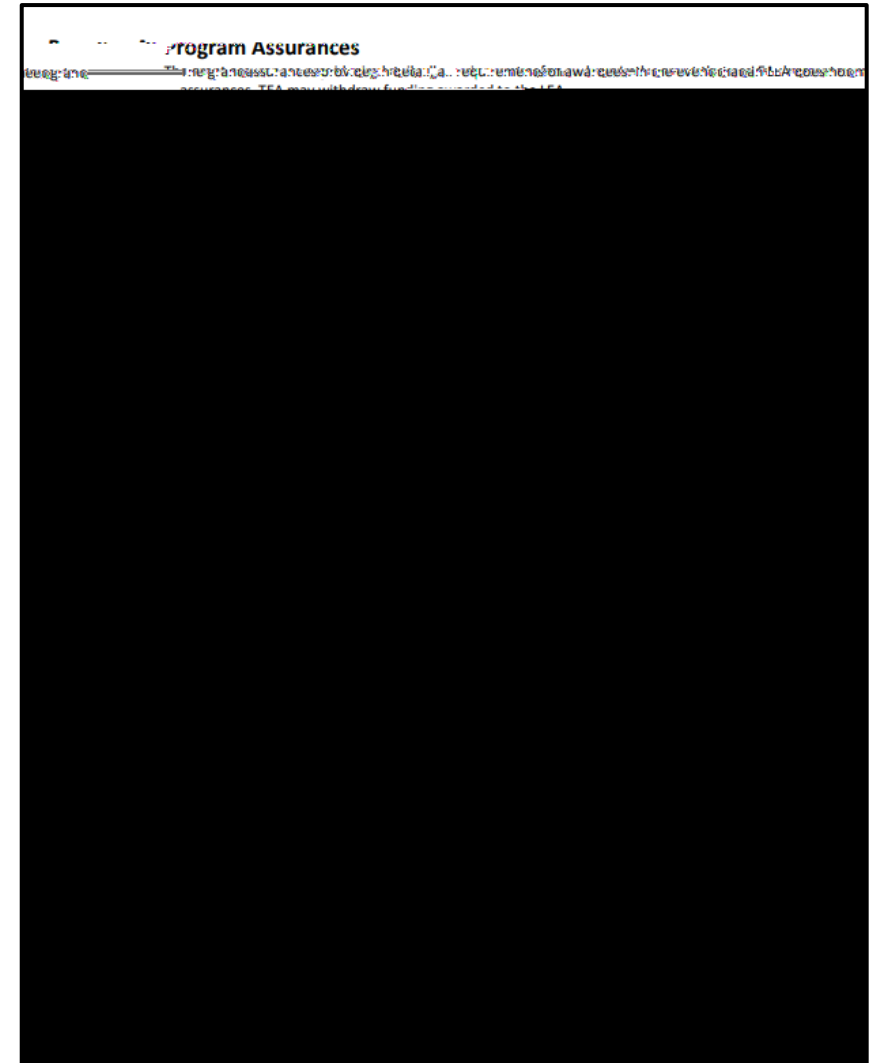
Awardees will **designate a full-time staff person** to manage, implement, and continuously improve local afterschool program.

Awardees will **schedule a program in which students attend at least 4 days per week for 3 hours per day** after the regular school day ends, for a minimum of 90 days per school year.

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

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

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



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Assurances Specific to Decision 11C Option A & B

Highlighted Assurance:

- Awardees will implement selected product with fidelity and achieve student usage targets for selected product after a startup period of the first 6 weeks of the implementation year; LEAs will provide student usage information and additional training may be put in place in the event of low fidelity implementation.

The screenshot shows a webpage titled "Award-specific Assurances". It lists two categories of grantees:

- Grantees receiving support for afterschool personnel (Decision 11A):** Awardees will meet all general assurances listed above.
- Grantees awarded supports HIT in afterschool (Decision 11C Option A):** Awardees will implement selected product with fidelity and achieve student usage targets for selected product after a startup period of the first 6 weeks of the implementation year; LEAs will provide student usage information and additional training may be put in place in the event of low fidelity implementation.
- Grantees awarded non-HIT HQIM support (Decision 11C Option B):** Awardees will implement selected product with fidelity and achieve student usage targets for selected product after a startup period of the first 6 weeks of the implementation year; LEAs will provide student usage information and additional training may be put in place in the event of low fidelity implementation.

At the bottom of the screenshot, there is a table with the following columns: "Approved Product for High Quality Afterschool", "Subject", and "Grade". The "Grade" column lists "6-12" and "Middle".

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Frequently Asked Questions

Frequently Asked Questions

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In providing or arranging for the provision of nonacademic and extracurricular services and activities . . . each public agency must ensure that **each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate** to the needs of that child. The public agency must ensure that each child with a disability has the supplementary aids and services determined by the child's [Admission, Review, and Dismissal (ARD) committee] to be appropriate and necessary for the child to participate in nonacademic settings. [34 C.F.R. §300.117]

No otherwise qualified individual with a disability . . . shall solely by reason of her or his disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. [34 C.F.R.]



Next Steps to Apply

Next Steps for Interested Applicants

Review and Apply

1

Research:

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

2

Apply:

Complete Qualtrics-based Application

Approval of Authorized Approver Required

3

Accept:

Accept the Award

for awarded applicants only

4

Submit:

Complete PDF grant application to release funds

for awarded applicants only

Accept Award

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

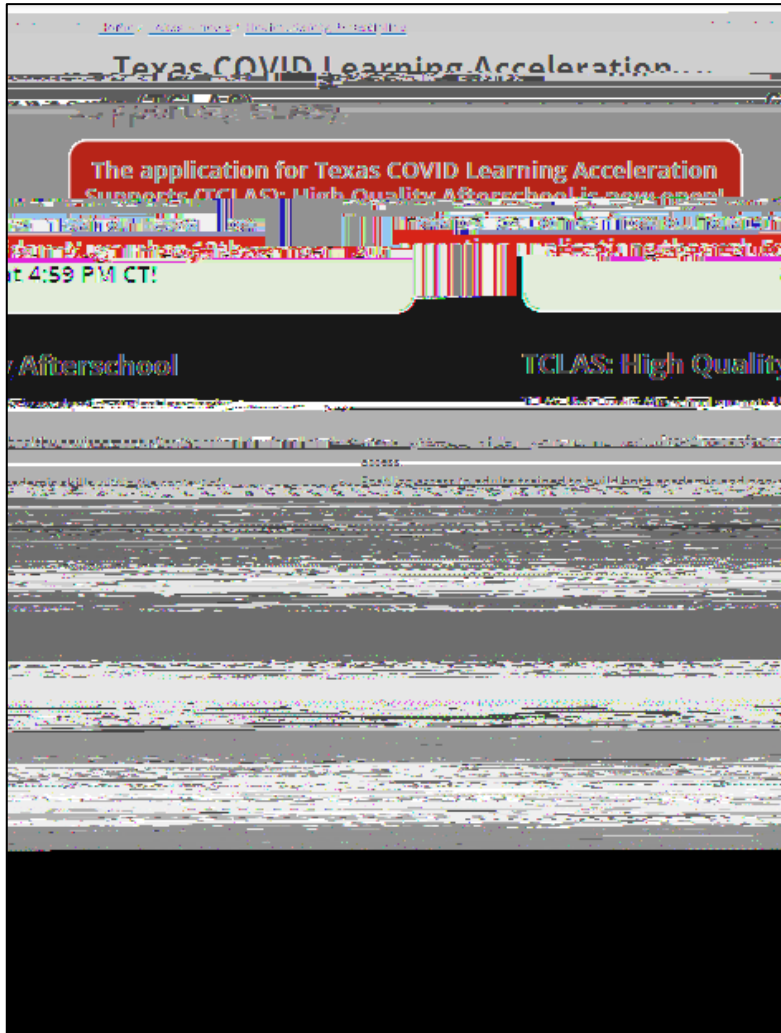


Next Steps for ~~Ind~~ Aea-0.7n(s) JEMC BT Figure 2 AMCID 64 BDC

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Overview Doc and Qualtrics Application Walkthrough



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

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Next Steps for Interested Applicants

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Thanks! Questions?

Reach out to afterschool@tea.texas.gov



Appendix

Stipend Calculation for 11C, Option B

Stipends calculated based on number of participating students that can be served in one afterschool day by one tutor meeting the requirements of the 1:3 tutor:student HIT ratio.

- Award Calculation: # of students divided by 15 students served p/day x tutor cost/year (\$50/hr x 3 hrs/day x 90 days/year (or 45 days/ half year))
- In a three hour after school program, it is assumed one tutor can support five sets of three students for 30 minutes each for a total of 15 students. This supports the HIT 1:3 student ratio during tutoring sessions.