

The Texas COVID Learning Acceleration Supports (TCLAS) Program

# Frequently Asked Questions

Updated 8.13.2021



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## Application Process

### 1. When is the TCLAS application available for review

The TCLAS application for districts is available from July 19<sup>th</sup>, 2021 through August 20<sup>th</sup>, 2021 on the [TCLAS webpage](#).

### 2. Are all districts going to be required to submit a TCLAS application?

No, the application process is optional. Additionally, the TCLAS application is comprised of ten main decision points that each include a set of supports for LEAs. Applicants can apply to any combination of these ten decisions based on interest and local needs.

### 3. Who is eligible to apply to TCLAS?

The application is available to all Texas school districts and open-enrollment charter schools.

### 4. Will there be a second round of applications to access the funding?

TEA is NOT committing to release a second round of applications given the state has a limited amount of time to award ESSER funds before they expire. TEA encourages LEAs to apply during this round given there is no guarantee all included supports will be offered at a future time. For many decisions, LEAs will have the option to begin supports in future school years. LEAs should review information in the guidance document for additional information about decision specific timelines. TEA may choose to release another application if excess funds are available after the TCLAS application closed, but this is not a guarantee.

### 5. Can LEAs apply to TEA programs through the normal program-specific application process if they do not want to apply to TCLAS?

The TCLAS application is planned to be the only application for many TEA initiatives for 2021-2022. This means that there may be no additional application process beyond the TCLAS application for the following grant programs:

- Additional Days School Year Planning and Execution Program (ADSY PEP)
- Blended Learning Grant Program (BLGP)
- COVID Recovery Instructional Materials Support Initiative (CRIMSI)
- Grow Your Own (GYO)
- Math Innovation Zones (MIZ)
- Pathways in Technology Early College High School (P-TECH)
- Resilient School Support Program (RSSP)
- School Action Fund (SAF)
- Strong Foundations Grant from House Bill 4545
- Support and Subsidies for Tutoring Programs
- Teacher Residency and Staffing Models

LEAs interested in any of the above initiatives should apply through the TCLAS application.

# TCLAS Frequently Asked Questions

## 6. What is the timeline for the grant?

The TCLAS grant is funded by a combination of TEA ESSER III discretionally funding and General Revenue funds. There are differences in the pre-award timeline and end date based on each source of funds outlined below.

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

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

## 7. Can anybody apply to TCLAS on behalf of an LEA? For example, can ESCs support LEAs to apply?

The TCLAS application is designed so that any representative may complete the application on behalf of the LEA. Once completed, the LEA superintendent or Chief Academic Officer will receive an email requiring final signoff and approval of the application. Applications will only be considered complete with the LEA leadership signoff. In the event multiple applications are submitted through this process, the latest application will be the only application accepted by TEA. Applicants must ensure the Superintendent or CAO can submit approval before the application deadline at 11:59pm CT on August 20, 2021.

## 8. Do you have to be a district listed on the ESSER Supplemental list to qualify for TCLAS?

No, the TCLAS grant is a noncompetitive discretionary grant. All LEAs may apply.

## 9. What if an LEA applies to TCLAS but plans change over time and they no longer want TCLAS supports?

By applying to the TCLAS grant and accepting the award, the LEA is agreeing to the set of grant requirements associated with the overall grant as well as with each decision point in which they are applying for support. LEAs in the application will be required to agree to all assurances. If in the future, an LEA decides they cannot meet the assurances and commitments and/or the LEA disengages with the supports/initiatives provided, TEA may place special conditions on the award such as terminating the LEA's participation in the grant program, freezing the grant award until a solution is identified, or reducing the LEAs awarded grant. After LEAs are notified of their award, they will have a short window to of time to accept or decline the award amount provided for each decision point.

## 10. What is the difference between "granted" and "in kind" funds in the application?

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

- **In-kind supports** are defined as a set of supports where funding does not transfer directly to the LEA. For example, TEA may have a contract directly with a vendor that would provide technical assistance to LEAs as a part of a specific program. LEAs would receive the technical assistance benefit but would not

# TCLAS Frequently Asked Questions

be required to procure a contract directly with a vendor. Another example is the printed materials for approved instructional materials. TEA will work directly with approved publishers to purchase and ship print materials directly to LEAs and no funding would flow directly to the LEA as a part of award. Both of these are examples of in-kind supports.

- **Direct grant funds** are defined as a set funding amount provided directly to a district for a specific purpose. LEAs would receive a monetary award that must be used for the specific purpose outlined in the TCLAS grant. LEAs also must adhere to the set of assurances that are required to be met with the awarded funds. An example of this may be LEAs receiving funds to purchase technical assistance for a specific purpose from a state approved list of vendors. LEAs would receive funding to go directly procure a set of services from the vendor list.

## **11. Will LEAs be required to work with approved vendors? If so, will that list of vendors be provided?**

Yes, some TCLAS supports do require LEAs to work with approved vendors to receive the in-kind supports or grant funds. Each TCLAS decision point has its own set of requirements where this will be highlighted for LEAs. Additionally, TEA is creating a TCLAS State Approved Vendor List (SAVL) that will provide an overview of all approved vendors for each decision point. This supporting document will be published by August 11<sup>th</sup> on the TCLAS website.

## **11. Will there be webinars on the application process?**

Yes, a TCLAS overview webinar was completed as well as a series of webinars for each of the ten TCLAS decision points. The recordings for these sessions and the associated slides are posted on the TEA TCLAS website.

## **12. How is TCLAS different than the 2021-2022 CRIMSI? Is this different than the Pre-K CRIMSI pilots?**

TCLAS is a one grant application that combines 15+ TEA initiatives. One of those initiatives is the supports provided through TEA's CRIMSI program. In the TCLAS application, services similar to TEA's CRIMSI program can be found under Decision point 2.

## **13. Is the TCLAS suite of applications basically the Strong Foundations Grant as documented in HB4545?**

TCLAS incorporates the components of the Strong Foundations grant outlined in HB4545, as well as additional supports. TEA will not be launching a Strong Foundations stand-alone grant application for this school year. TEA will plan to provide additional information on the Strong Foundations grant for future years once available.

## **14. Do districts need to complete a public notice and intent to apply in order to apply for the TCLAS grant? Similar to ESSER and Title requirements.**

No. A public notice and intent to apply are not required for TCLAS applications.

## Funding

### **1. How is TCLAS funded? How is TCLAS related to the state discretionary ESSER funding?**

The Texas Covid Learning Acceleration Support (TCLAS Program)

# TCLAS Frequently Asked Questions

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

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

**2. Will TCLAS funding be available to all regardless of socioeconomic levels, or is it tied to an ESSA funding formula?**

TCLAS is not tied to ESSA formula funding. TCLAS is comprised of ten main decision points for LEAs, each of which offers a set of supports to accelerate student learning in the wake of COVID 19. For each specific decision, LEAs may receive priority points to access in-kind supports or grant funds for that specific decision. For some decisions, socioeconomic status may be considered when prioritizing available funding and capacity for award.

**3. Will approximate funding amounts be given prior so districts may plan accordingly? Will there be a baseline limit? The NOGA deadline is concerning with the December date.**

The TCLAS budget calculator found on the TCLAS website provides LEAs with an estimated grant award that is based on the TCLAS supports the LEA selects. There are two main steps for LEAs to effectively use the calculator. First, the calculator is designed to allow LEA's to enter their interest and participation levels into the calculator. Second, LEAs can review approximate funding that is calculated based on LEA inputs. Please note, the calculator is designed to provide an estimate only. Additionally, awards are not guaranteed to districts that apply and will be based on TEA available funding and capacity.

**4. Can the funds be used for salaries and purchases for the position (computer)?**

Allowable use of funds will vary based on each decision point. LEAs should review the guidance document and/or FAQs for each decision point for additional information on allowable use of funds. Additionally, after award, TEA will provide LEAs with specific guidance on how to complete the grant budget in the TEA eGrants system to complete the award process.

**5. Will there be an indirect cost amount in the final budget calculations?**

After completion of the Qualtrics TCLAS application, all LEAs receiving grant funds will be required to complete an application step in eGrants. At this time, TEA will provide guidance on indirect cost amount for the final budget given the amount may vary based what components of TCLAS the LEA is awarded.

**6. Is there a supplement/supplant rule for the TCLAS grant?**

There are no supplement and supplant rules for ESSER funds.



## Decision 1: LEA Accelerated Learning Strategic Planning

### 1. **When does Decision 1a Strategic Planning Support from RSSP start? When does Decision 1b Data Fellow grant start?**

#### **Decision 1a – RSSP Strategic Planning Support**

Option 1: SY22-23 only and Option 2: SY22-23 and SY23-24 both begin in the spring of 2022. We will begin no later than March but based on accepted LEA input, we will take into consideration beginning support as early as January if a need is present. Option 3: SY23-24 will begin in spring 2023.

#### **Decision 1b – Data Fellow grant**

In order to access the Data Fellow grant, a district must also sign up for the corresponding school year. Districts who sign up for the multi-year 1a RSSP support are eligible to have Data Fellow support for both school years or only select the Data Fellow for the first school year of the multi-year support for RSSP. The Data Fellow grant will begin in January of 2022 or 2023 depending on the option the district selects.

### 2. **How does RSSP work align with other TEA initiatives and programs?**

Strategic planning, continuous improvement, and data analysis support can span across multiple strategies and initiatives. Our program will support your district in comprehensive strategic planning for your district COVID recovery and learning acceleration plan. We also support performance management and continuous improvement towards your district-wide plan, goals, and vision to ultimately ensure your efforts are working in alignment towards your north star as a district. Our program and technical assistance providers will continuously work to connect and cohere to the multiple programs and initiatives your district may be involved in to ensure alignment.

### 3. **How long can we receive Data Fellow funding?**

In order to receive the Data Fellow funding, you must sign up for Decision 1a – RSSP support. If you sign up for just one year of support for 1a, you can receive the data fellow funding for that year you signed up for. If you sign up for two years of 1 a support, you can receive the data fellow funding for both years. If you sign up for two years of 1a support, you can elect to receive the data fellow funding for just the first year of 1a support.

### 4. **Can the data fellow be a current employee or does it need to be a new role? Is there any support for recruitment of strong candidates?**

The data fellow can be either a current employee or a new hire. Based on interest and need of LEAs who sign up for the Data Fellow grant, we will survey what support is needed in recruiting and selecting a Data Fellow and provide any resources or guidance as need and interest show.



# Decision 1 FAQs

## LEA Accelerated Learning Strategic Planning

**5. Does every decision point in TCLAS require committing through RSSP?**

Decision 1a RSSP is not required to select any other decision point in TCLAS.

**6. How will LEAs be matched with a technical assistance provider for RSSP?**

Technical assistance providers must go through the procurement process to be vetted and approved by the RSSP program. We will collect LEA input regarding your thoughts on the best match for your district based on your previous experiences as well as the support and expertise you are looking for from a provider. We will then match your district based on your input and the experience and expertise of the provider.

**7. How do you know if your district is already involved in the RSSP?**

Your district would have a current RSSP team with members from your curriculum and instruction team on it. If you still are unsure, please email [rssp@tea.texas.gov](mailto:rssp@tea.texas.gov) to learn more.

**8. If the Data Fellow begins in January how much grant funds will the school receive for 2021-22 school year for salary?**

The Data Fellow grant for SY22-23 is allotted from January 2022-June 2023. The grant can be used to fund the position for SY21-22 specifically starting in January of 2022.

**9. Will this be the only school year to sign up for SY 23-24? Or will it be possible to apply for later school years next year?**

Because we are funded by ESSER III and multiple opportunities are included within the TCLAS application, we can only guarantee signing up for future years through this application by August 20th. If considering single or multi-year support, we recommend signing up for multi-year support now because we cannot guarantee that it will be available beyond the close of the TCLAS application.

**10. What board approval do we need for RSSP support and Data Fellow grant?**

1a RSSP support is provided through in-kind technical assistance and program support. Because you do not receive the direct grant, your own board policies may not require you to get board approval. As part of our stakeholder engagement process in the program, we do support districts in preparing a board presentation of their program participation and strategic planning work to keep them informed. The Data Fellow grant is a direct to LEA grant that depending on your board policies may require your board to approve. Because the Data Fellow would not begin until January 2022, you will have time between being notified of receiving the grant and its start date to present and receive approval from your board as needed.

**11. Will we be able to access some of the supports available even if we do not elect to participate in RSSP or Data Fellow support?**





# Decision 1 FAQs

## LEA Accelerated Learning Strategic Planning

You will not be able to receive any technical assistance direct support, but the RSSP and Data Fellow PLC is committed to sharing statewide any resources and tools we find to be highly effective for our districts who participate in the program.

### **12. What application information will we need to provide for Decision 1a and 1b?**

A district will first identify if they are a current RSSP LEA participating in SY21-22 of the program. A district will then need to provide which school years they want to receive Decision 1a RSSP Strategic Planning Support. If a district opts into 1a support, they are then eligible to decide which school years they want to receive the Decision 1b Data Fellow grant.



## Decision 2: HQIM Core Products

### 1. Will the printed instructional materials be available in braille and in Spanish?

On the approved list of products, there is a Spanish language arts and reading (SLAR) product, Amplify Texas Lectoescritura En Español, that will be available for Grades K-5 in print. Additionally, the Pre-K product, Teaching Strategies for Texas, will also be available in Spanish for print. TEA is currently looking into the development of products in braille and will release additional information as available.

### 2. What qualifies as a unit?

A unit (or module) is defined by the specific product. LEAs can visit this [website](#) to learn more about each product and review the scope and sequence to learn more about the unit/module structure. TEA will provide recommended units for use in the Spring and Summer pilots.

### 3. Can TEA provide a list of which LEAs are using which core products?

TEA has 81 districts participating in CRIMSI for the 2021–22 school year. The list is not currently posted externally at this time.

### 4. What is CRIMSI?

CRIMSI stands for the COVID Recovery Instructional Material Support Initiative. This is a TEA pilot to support districts, teachers and coaches in the use of Texas Home Learning (THL) products. LEAs receive implementation support, product-aligned professional learning for coaches and teachers, print materials, teacher and coach stipends and more. The CRIMSI application is currently closed for the 2021-22 school year but similar supports will be provided through TCLAS Decision 2a and Decision 2b.

### 5. To clarify, an LEA does not have to adopt the entire program, they can adopt one unit in Amplify at a time?

LEAs may choose to participate in either a unit pilot, during spring or summer, or a full-year pilot if applying for in-kind supports as a part of Decision 2a.

Updated

### 6. Can these materials and programs be used for grades 3, 5, and 8 accelerated instruction for HB 4545?

HB4545 requirements are focused on supporting “supplemental accelerated instruction” (i.e. tutoring), so LEAs should look to Decision 6 for materials and programs specifically designed for supporting HB4545 requirements.

LEAs can support accelerated learning (which is broader than meeting the minimum requirements in HB 4545) both through Tier 1 instruction by helping all students access grade level content and Tier 2 instruction by providing targeted support to the students struggling most. Within TCLAS, numerous decision points support LEAs in accessing high quality instructional materials aligned to learning acceleration:

- Decision 2 provides access to high-quality instructional materials (HQIM) to help LEAs accelerate instruction during Tier 1 instructional time. These resources provide teachers with just-in-time supports



## Decision 2 FAQs

### HQIM Core Approved Products

to address missing content or skills students need to access the grade level standards in Tier 1 instruction.

- Decision 3 provides access to high-quality supplemental products that are designed to be used for Tier 2 or Tier 3 instruction.
- Decision 6 provides access to high-quality instructional materials focused on supporting high impact tutoring programs, also intended for Tier 2 or Tier 3 instruction.

**7. Since the K–2 skills will not be available until Spring 2022, will TEA fund an alternative Spanish program to be used until then?**

No, the funding support provided through TCLAS is only for the approved instructional materials listed.

**8. Are these approved products also the approved products for RSSP?**

The Resilient Schools Support Program (RSSP) does not have an “approved products” list. However, the RSSP supports LEAs in reflecting on the quality of their instructional material and developing their strategy for implementing high quality instructional material. The products available within Decision Point 2 align well with the RSSP and TEA’s definition of high-quality instructional material. RSSP vendors are familiar with the instructional material available in Decision Point 2 and can help provide or connect LEAs with aligned support.

For context: The RSSP supports 75+ LEAs with strategically planning for accelerated learning and running aligned continuous improvement cycles to drive acceleration. The RSSP is analogous to TCLAS Decision Point 1: Strategic Planning supports.

**9. So, I can get print for the full system with an agreement to pilot only one unit?**

LEAs indicating interest in piloting a unit in the Spring or Summer pilots will be eligible to receive spring materials for the unit. LEAs indicating interest in piloting the full year will be eligible to receive the full set of materials.

**10. Will THL vendors be the only approved vendors for this decision?**

For print materials, yes the products listed in the application will be the only approved vendors. For LEA implementation support and product-specific professional development, TEA will release a list of State Approved Vendors LEAs are able to contact with to obtain support on August 11th.

**11. Will the approved list be shared through a TAA or other email?**

The State Approved Vendor List will be released on August 11. The list will be posted on the TEA [TCLAS website](#). TEA also plans to release a TAA to notify LEAs the list is published.

**12. If these are products to support core Tier 1 instruction, which products are approved for supplemental, accelerated instruction?**



Updated

LEAs should review TCLAS Decision 3b for the list of approved supplemental products.

### **13. Can you explain the connection between HQIM and accelerated learning?**

To accelerate student learning, districts should prioritize ensuring students have access to on grade level content during Tier 1 instruction as well as receive support to master content or skills that have been missed in previous years. The ideal way to accelerate student learning is through prioritizing on grade level content with just in time supports that address the missing content or skills when they are needed during Tier 1 instruction, as well as provide additional supplemental instruction (i.e. tutoring), and intervention support.

Access to high-quality instructional materials (HQIM) through Decision Point 2 is a resource to help LEAs in providing accelerated instruction during Tier 1 instruction. HQIM provides opportunities to allow students to engage more deeply and meaningfully with the standards. HQIM by definition:

- Ensure full coverage of Texas standards (TEKS, ELPS, Texas Prekindergarten Guidelines).
- Are aligned to evidence-based best practices in the relevant content area.
- Support all learners, including students with disabilities, English Learners, and students identified as gifted and talented.
- Enable frequent progress monitoring through embedded and aligned assessments.
- Include implementation supports for teachers.

For more information on just-in-time interventions supports in math, we recommend referring to an informative webinar held on the topic by TNTP ([slides](#) and [recording](#) on our Strong Start page).

### **14. Are the core content providers different than the approved vendors? Is PD is given by third-party companies through the approved curriculum providers?**

For print materials, the products listed in the application will be the only approved products LEAs can print. For LEA implementation support and product-specific professional development, TEA will release a list of State Approved Vendors LEAs are able to contact with to obtain support on August 11th. TEA opened the application to be on State Approved Vendor list to both the core content providers as well as other third party organizations.

### **15. How can vendors submit programs to be listed on the Texas Home Learning list of approved materials?**

TEA is not currently procuring additional instructional materials.

### **16. Does an LEA have to choose CRIMSI material or materials from the approved vendor list coming in August? Is it one or the other?**

See answer to question 14

### **17. Will the Kodo kits come with Teaching Strategies?**

Printed materials include the full set of materials, including the manipulatives and trade books, depending on the product.



## Decision 2 FAQs

### HQIM Core Approved Products

**18. Is there a requirement to participate in Decision 2b for access to the HQIM to be eligible for Decision 2c coaching? We have already funded Eureka math materials and manipulatives with other funds.**

Instructional coaches are required to complete the required trainings to support core Tier 1 products on the approved list.

**19. What is recommended to use as a substitution for the K–2 skills in Spanish?**

The K-2 SLAR skills product will be available for the Spring 2022 pilot. This is the first available pilot time option included in the TCALS application so LEAs will not need to find a substitute product.

**20. Are all these materials free?**

LEAs may access the digital versions of all approved products for free on the Texas Home Learning (THL) website. LEAs may apply to TCLAS to receive print copies to support implementation. There is also an option for LEAs to self-print the THL materials..

**21. Do we have a date where Spanish Early Lit skills in Amplify will be available?**

K-2 Skills for Spanish is expected to be available in Spring 2022.

**22. The grant requirements state that “instructional materials must be piloted and implemented as intended.” Does this mean that the lessons from these programs are mandated within these programs? All lessons?**

Implementation of instructional materials with fidelity is defined by following the scope and sequence as provided, ensuring program-defined instructional minutes are met, using curriculum-embedded assessments, and using the lessons. Teachers and coaches will be provided guidance on how to adjust, as needed, to meet the needs of their students as well as calendar constraints.

**23. These were some of the weakest ELA and math programs in the past IMA adoptions. How were these decisions made?**

All instructional materials in THL have been created for Texas to align to the TEKS. TEA ran a competitive solicitation process to identify approved products. TEA also conducts an extensive review and revision process to ensure products meet quality indicators and are alignment to Texas standards prior to publication. The THL products are not part of any previous Texas state adoption process as they were designed specifically to support districts in a virtual learning environment.

**24. Is there a section for GT students?**

THL products include embedded supports for students at all levels.

**25. By choosing option 2b for the THL print materials – clarifying this is this solely for the materials, you are not required to fulfill the pilot commitments?**



## Decision 2 FAQs

### HQIM Core Approved Products

LEAs may request 2b separate from 2a.

**26. If you are doing a campus pilot for 2021–22 with CRIMSI, is it recommended to apply for 2b for the 2022–23 school year?**

Print materials are included for districts participating in CRIMSI for the 2021–22 full-year. Given this, LEAs participating in CRIMSI for 2021-22 only need to apply for 2b for any new or additional materials needed (e.g., additional teachers joining the pilot).

**27. Can you say more about the 1:30 coach to teacher ratio? What about districts that have less than 30 teachers? Is the 30 a maximum or a minimum in this ratio?**

Districts may apply for funds to hire math and literacy coaches at elementary schools, each having a 1:30 ratio. Smaller LEAs with lower volumes of teachers may receive partial funding for coaches, even if they have a lower ratio. Teachers must be completing 2a supports to receive access to 2c coaching.

**28. If I already have a math and literacy coach and wish to implement materials in 2a, can I use these funds to pay the salary of those coaches if they meet all required training and support for the 2a materials?**

LEAs may use funding to support current staff supporting coaching in Pre-K, K–5 math and K-5 RLA for the approved products.

**29. Is the funding for the coaches \$125K per coach?**

The funding available for 2c is \$125K per FTE per year.

**30. If the LEA is currently participating in CRIMSI starting this fall, will the grant cover a literacy coach for this year?**

Yes, TEA may fund coaches for LEAs currently signed up for CRIMSI planning to pilot products during SY 2021-22.

**31. Will hard copies of printed materials be available for all students and teachers in participating schools? What is the wait time when ordering additional materials? How often can we place orders for printed materials?**

The amount awarded for 2b will be an average print price per teacher. For print orders purchased before June 2021, funds will be awarded direct to LEAs to reimburse for previous expenses. After June 2021, TEA will place print orders directly on behalf of LEAs. If an LEA places a print order, hard copies of materials will be available for all students and teachers in participating schools.

The lead time for print can be up to five months. Given this, TEA will collect LEA order information 3 – 5 months in advance of the start time for spring, summer and full year pilots. Each year, TEA plans to place an order for spring pilot materials, summer pilot materials, full-year pilot materials and other bulk purchases as needed..

**32. Please clarify the difference between the CRIMSI pilot for 2021–2022 and utilizing CRIMSI resources via TCLAS.**



## Decision 2 FAQs

### HQIM Core Approved Products

Districts currently participating in CRIMSI may use the TCLAS application to request continued or expanded support for subsequent years (e.g., adding additional teachers to the pilot or expanding to new content areas). Districts not currently participating in CRIMSI may request in-kind supports to participate in CRIMSI beginning Spring 2022.

**33. If you applied for MIZ and received funding, can you also apply for extra support and coaches?**

Yes, former and future Math Innovation Zones Districts are eligible to apply for extra support and coaches.

**34. Are the Amplify materials you reference for phonics and/or dyslexia supports?**

Amplify Texas has a K–2 Skills program for English that specifically addresses phonics needs. For dyslexia, Decision 3 includes supports for accessing Amplio, the digital intervention platform to support dyslexia.

**35. Would we need to elect for full-year adoption now, even though we won't know how the pilot will go? Or can we "add" the full-year adoption at a later date?**

There will be additional opportunities to apply to CRIMSI, however access to these supports is not guaranteed. Support will be provided based on available capacity and funding..

**36. If an organization is on the TEA Approved Vendor List, are they automatically placed on the TCLAS List for Vendors?**

State approved vendors were qualified differently for each decision point in TCLAS. TEA is releasing a State Approved List (SAVL) on August 11th. This document will include a list of all approved vendors specific to each decision point in the TCLAS application. The process to qualify to be on the vendor list is currently closed.

**37. Are the tutors referenced earlier for teacher support? Or are they for students?**

Decision 2c grants funding for literacy and math coaches for teachers at elementary schools using products on the state approved list.

**38. If choosing the full year, is there flexibility to select items from the resource and still utilize a different scope and sequence already in place?**

Districts currently have free digital access to all the products on the state approved list to use as they see fit. Participation in the professional learning support requires assurances, including following the product-specific scope and sequence included with the products

**39. Are the math and literacy coaches grants only available to support the THL HQIM materials?**

Yes, grants for coaches are only available for LEAs supporting teachers implementing the approved list of Decision 2 products. Coaches will be required to complete the required trainings to support core Tier 1 products on the approved list.



## Decision 2 FAQs

### HQIM Core Approved Products

**40. As an educator preparation provider, it would be helpful to know which high-quality instructional materials are being used in each school system. Is there somewhere I can access this information?**

The THL instructional materials are free for digital access to Texas. TEA does not have a comprehensive list of all districts currently using the THL products.

**41. Do you have to pilot all grades for the requirements of HB4545? We are doing FY2021–2022 for grades PK, K, 9th and 10th. Will we meet requirements?**

Participating in TCLAS is optional and not required to meet HB4545 requirements. However, some supports in TCLAS may help LEAs meet HB 4545 accelerated instruction requirement for students who do not pass the STAAR. More specifically, LEAs can utilize approved supplemental products in Decision 3 to provide Tier 2/Tier 3 support as well as tutoring supports in Decision 6.

**42. Non-examples help me gain clarity. Why wouldn't an LEA apply for and use these supports?**

All LEAs in Texas are encouraged and are eligible to apply to TCLAS. However, each decision point includes a set of grant requirements and assurances the LEA is committing to when accessing grant funds and supports. LEAs should ensure they have appropriate district buy-in, leadership support and ability to meet grant requirements before applying.

**43. Will the ESC THL Specialists be involved in supporting TCLAS as Product Advisors or will all training be with vendors?**

TEA has partnered with ESCs to provide training for ESC THL specialists. LEAs can reach out to ESCs directly for support without applying to TCLAS.

**44. With some districts starting the new school year the last week of July, how does this affect the funding and delivery of material?**

Districts currently have free digital access to the THL materials and the ability to print on-demand. For Decision 2b, districts may receive grant funds for purchases prior to June 2021 and use those to reimburse for print materials they purchased for the 2020-21 school year.

**45. Can the TCLAS 2c funding be used for CRIMSI 2021–22 Literacy Coaches?**

Yes, LEAs currently participating in CRIMSI may apply to 2c funds given they are currently receiving supports aligned to 2a and are using products on the approved decision 2 list.

**46. If a school has less than 30 teachers for grades K–5, are they still eligible for one coach, even though it's below the 1:30 ratio?**

Yes, but LEAs may be awarded partial funding based on the ratio if less than 1:30.





### Decision 3: HQIM Supplemental Approved Products

**In this section:** Blended Learning, Texts for Early Learners, Dyslexia Tools, Progress Monitoring, and College Prep

#### 3a – Blended Learning Products

- 1. Are the supplemental blended learning products only available for math? Will they be available in Spanish?**

The blended learning products will only be available in Math. We will list the Spanish availability for each product along with the Approved Vendor List in early August.

- 2. Can the supplemental blended products be purchased for Tier II and Tier III and not used in Tier I?**

The products are intended to be used as part of a blended model for Tier 1 instruction.

- 3. How long will the supplemental blended learning products be funded?**

Funding is available through TCLAS through the 2023 – 2024 school year

- 4. Who is eligible to apply for the supplemental blended learning products?**

All public Texas LEA's are eligible, but must be using an approved Tier 1 product

- 5. Will TCLAS replace the Math Innovation Zones/ Blended Learning Grant for the upcoming year?**

Yes, Math Innovation Zones is now a part of TCLAS decisions 2 and 3.

#### 3b – Progress Monitoring Tools

- 1. Given that there are no approved vendors at this time for Progress Monitoring Tools, what should LEAs request in their TCLAS Application?**

For the purposes of submitting a TCLAS application, LEAs should propose their intended progress monitoring tool to be used.

#### 3c – Learning Dynamics

- 1. How soon will the Learning Dynamics materials be available?**

The Texas Edition of Learning Dynamics will be available to LEAs Spring 2022.



## Decision 3 FAQs

### HQIM Supplemental Approved Products

2. **Is it acceptable to use Learning Dynamics for tutoring programs? (Original Q - Is it acceptable to use this product for tutoring programs?)**

LEA's may adopt any tutoring program at their discretion that meets the needs of their students. Visit the TEA's Texas Tutoring Supports webpage for information on developing high impact tutoring programs.

### 3d – Amplio Dyslexia Tool

1. **Is there a Spanish dyslexia curriculum available on Amplio's Dyslexia Intervention Platform?**

Yes, Esperanza is the Spanish curriculum and MTA is the English curriculum.

2. **How long is Amplio free for local education agencies (LEAs)?**

Amplio's current agreement with TEA runs through August 2023.

### 3e – College Bridge

1. **The college prep classes are only for 12th graders to count in Accountability and CCMR. Has that changed?**

State law, [Texas Education Code \(TEC\) §28.014](#), requires the college preparatory courses to be designed for students at 12<sup>th</sup> grade whose performance on an end-of-course assessment instrument does not meet college readiness standards or coursework, a college entrance examination, or an assessment instrument designated under §51.334 indicates that the student is not ready to perform entry-level college coursework. Districts should identify students who meet these criteria. Texas College Bridge is available for 11<sup>th</sup> or 12<sup>th</sup> grade students who are not ready to perform entry-level college coursework. The College, Career, and Military Readiness (CCMR) indicators include the College Preparatory Courses outlined in [TEC §28.014](#) and will look at the annual graduates who met the criteria during the previous 4 years.

2. **Do these classes count for HS grad credit in ELA and math or are these in addition to core instruction?**

**College Preparatory English** may satisfy the fourth English credit. The Texas Administrative Code [\(TAC\) §74.12\(b\)\(1\)](#) provides additional details regarding the fourth English credit.

**College Preparatory Math** may satisfy the fourth mathematics credit required for students to earn an endorsement. [TAC §74.13\(e\)\(4\)](#)

3. **If we are currently a TSI testing site and pay for all TSI tests, can these funds \$8 per student supplant the local funds we currently use for TSI?**

The College Preparatory Courses-Texas College Bridge grant funds may be used for students in the 11<sup>th</sup> and 12<sup>th</sup> grade who are enrolled in the College Preparatory Courses. The district may use grant funds to pay for cost of the TSIA2.0 exam. Supplement vs Supplant isn't applicable for this source of funding.



## Decision 3 FAQs

### HQIM Supplemental Approved Products

#### 4. For College Bridge - does the math or English teacher have to be certified in that content and opening a course specifically for just college bridge?

Requirements for teacher assignments are outlined in [TAC §231\(E\) Grades 9-12 Assignments](#).

A teacher must possess one of the following certifications to teach **College Preparatory English**:

##### **§231.121. English I-IV, Grades 9-12.**

- i. An assignment for English I-IV, Grades 9-12, is allowed with one of the following certificates.
- ii. English Language Arts and Reading: Grades 7-12.
- iii. English Language Arts and Reading: Grades 8-12.
- iv. Grades 6-12 or Grades 9-12--English.
- v. Grades 6-12 or Grades 9-12--English Language Arts, Composite.
- vi. Junior High School (Grades 9-10 only) or High School--English.
- vii. Junior High School (Grades 9-10 only) or High School--English Language Arts, Composite.
- viii. Secondary English (Grades 6-12).
- ix. Secondary English Language Arts, Composite (Grades 6-12).

A teacher must possess one of the following certifications to teach **College Preparatory mathematics**:

##### **§231.191. Mathematics, Grades 9-12.**

- i. An assignment for Mathematics, Grades 9-12, is allowed with one of the following certificates.
- ii. Grades 6-12 or Grades 9-12--Mathematics.
- iii. Junior High School (Grades 9-10 only) or High School--Mathematics.
- iv. Junior High School (Grades 9-10 only) or High School--Mathematical Science, Composite.
- v. Legacy Master Mathematics Teacher (Grades 8-12).
- vi. Mathematics: Grades 7-12.
- vii. Mathematics: Grades 8-12.
- viii. Mathematics/Physical Science/Engineering: Grades 6-12.
- ix. Mathematics/Physical Science/Engineering: Grades 8-12.
- x. Physics/Mathematics: Grades 7-12.
- xi. Physics/Mathematics: Grades 8-12.



## Decision 3 FAQs

### HQIM Supplemental Approved Products

Updated

xii. Secondary Mathematics (Grades 6-12).

**5. If we have an MOU with College Prep Courses with our local IHE already that does not include College Bridge, can we still apply for the grant?**

Districts are not required to use Texas College Bridge (TCB) as the only material for the HB 5 College Preparatory courses. Districts must use funds for students in 11th or 12th grades to prepare them for entry-level college courses. Districts should consider how they incorporate the TCB college and career counseling and advising resources into their existing curriculum, increase the rigor of the existing courses, award stipends/incentives for teachers and counselor to supports student’s successful completion of the courses and may include out of school time and/or summer support.

Districts' requesting 3e must adhere to the Decision 3e assurances. Those include:

- Identify students who are not yet ready to perform entry-level college coursework in English language arts and/or mathematics.
- Enter into a memorandum of understanding with ISD and at least one institution of higher education to provide college preparatory courses in English language arts and mathematics.
- Sign and submit the Participation, Data Sharing and Requirements Agreement, and meet all deadlines of the program.
- Comply with Texas Education Code §28.014 College Preparatory Courses
- Create an implementation plan that details how TCB will be implemented in their LEA (see assurances for full requirements).

**6. We currently partner with our IHE for the Reading and Math curriculum, but BRIDGE can be used as a supplement for this curriculum?**

Districts may use the Texas College Bridge materials to supplement their existing College Preparatory Courses in English and mathematics. The MOU with the IHE partner should clearly describe the course content and requirements for successful student completion. This is critical so that the student may receive the exemption from developmental education courses effective for a two-year period following the date the student graduates from high school. The exemption applies only at the IHE that partners with the school district in which the student is enrolled to provide the College Preparatory Course ([Texas Education Code §51.338](#))



### Decision 4: Teacher Recruitment Support

**1. If the LEA has an ECHS, does "All HSs need to offer" still apply?**

Every high school student in the LEA must have the opportunity to take an Education and Training course if the district receives grant funding. In other words, each high school must create its own course offerings or partner with another high school to create a system in which those students may attend.

**2. Can districts work with an EPP to deliver dual credit courses?**

Yes, LEA applicants are encouraged to work with an institute of higher education to deliver dual credit courses.

**3. Does 4B/4C have a max of schools per district?**

No, there is no maximum number of schools per district under supports 4b and 4c.

**4. Is the stipend a one-time stipend for teachers or is the district expected to continue to provide the stipend for teachers of E and T or dual credit courses?**

The teacher stipend is distributed over 2 years. Each candidate is paid half during/upon completion of the first year and the other half during/upon completion of the second year. Each district has the option to continue providing stipends for Education and Training teachers at their discretion upon completion of the grant.

**5. Can the funding for the E & T training programs/courses be used to partner with a college for the Dual Credit courses?**

Yes, 4c grant funding can be used to partner with a college for dual credit courses.

**6. Can you explain the maximum of 2 candidates per high school.**

All high schools within the LEA must offer Instructional Practices or the Practicum in the 2022–2023 school year and both of those courses in the 2023–2024 school year. An LEA will likely not need more than 2 candidates per high school to complete this requirement.

**7. How does TEA define paraprofessionals? Sometimes we have employees with bachelor's Degrees that want to become teachers that have positions other than in the para-professional category.**

4a candidates must not already hold a teacher certification in the state of Texas or currently be the teacher of record for any position they intend to fill after certification. 4a candidates must have been serving in a capacity in which most of their time is spent assisting certified teachers in instructional activities.

**8. Can you please repeat the circumstances under which a student completing these courses can get industry certification?**



## Decision 4 FAQs

### Teacher Recruitment Support

Educational Aide I requirements: Student must be 18 years or older. Student must earn a final grade of 70 or better in two or more Education and Training Courses specified in TAC Chapter 130, Subchapter E, for three or more credits verified in writing by the Superintendent of the district where the credits were earned. One of the courses must be Instructional Practices or Practicum in Education and Training.

**9. What are the requirements of the teacher to instruct as a dual credit class? Is it a masters with 18 hours in a certain field like traditional Dual Credit?**

Participants receiving the dual credit stipend must hold a master's degree with 18 credit hours in education and be able to be approved by the partner institute of higher education as a dual credit instructor.

**10. Is the max of 6 candidates for the two years, like 4 in one year, 2 in another or 3 in one 2022-2023 and 3 in 2023-2024?**

Each LEA can determine how they allocate the max of 6 candidates for the two-year grant cycle. Candidates working towards both a degree and certification will generally receive funding in both year one and year two of the grant cycle.

**11. Can a paraprofessional that already has a bachelor's degree qualify?**

Yes, a paraprofessional with a bachelor's degree qualifies for up to \$7,500 under 4a. paraprofessionals who do not hold a bachelor's degree qualify for up to \$18,000 under 4a.

**12. What happens if a para candidate doesn't finish in time?**

Each LEA creates an articulation agreement or MOU with its candidates that outline the stipulations around early completion, late completion, and non-completion. Each LEA should keep in mind that while budget amendments can be made within the grant cycle, the use of grant funds cannot be extended outside of the two-year window.

**13. What about degreed teachers that need certification?**

A paraprofessional who holds a bachelor's degree can qualify for a stipend in the amount of \$7,500 under 4a.

**14. Is the stipend for the teacher of the education classes available for just the first year?**

The stipend for the teacher of the Education and Training courses is disbursed over the two-year grant cycle. The teacher of a non-dual credit course may receive up to \$2,500 each year. The teacher of a dual credit course may receive up to \$5,000 each year.

**15. If we already have a grow-your-own through a university set in place (Brazos Valley Teach with Blinn College) for this coming year, will our district still qualify for the grant?**

Yes, any district with a pre-existing Grow Your Own program is still eligible to receive grant funding for teacher stipends and program support.



## Decision 4 FAQs

### Teacher Recruitment Support

**16. Can paraprofessionals work as teachers if they are enrolled in the program?**

Paraprofessionals may work as teachers if they meet lead teacher requirements as laid out by the state and educator preparation program and is consistent with the policy within the LEA.

**17. Why does page 25 of the Guidance document refer to "Award Priority Points" when this is a non-competitive opportunity?**

If the demand for Grow Your Own outweighs the current amount of funding (supply of grant dollars), then LEAs will be awarded based on need as outlined by the "Award Priority Points."

**18. Is TEA open to raising the cap on the # of candidates accessing the funds outlined within a given district. For example, would there be an opportunity to pilot something at scale where 20 - 30 candidates within a given district may be eligible for the funds? What is driving keeping that candidate # down p/LEA?**

There will not be an opportunity to increase the cap for this year's program or application process. The current numbers are in place to support higher completion of the program for paraprofessional candidates and to support greater spread of Education and Training courses across the state.

**19. Have three teachers with bachelor's degree and would like help on certification cost this year. Is that a possibility?**

Yes, if the district would like to support the certification costs in the 2021–2022 school year, this could be done after the Notice of Grant Award is sent to the district, which should be on December 1, 2021.

**20. Para stipend for tuition up to 18,000 per year or total grant period?**

The stipend given to paraprofessionals is \$18,000 in total or \$9,000 per year.

**21. If we have a para who just completed her bachelor's program and enrolled in an alternative certification program, would she qualify for reimbursement?**

If the candidate meets the following criteria, he/she/they are eligible for a grant stipend of \$7,500. She would not be able to get reimbursed for costs associated with her bachelor's program.

**22. We are a Dual Language District so for our elementaries, teachers must be Bilingual certified. If a paraprofessional is certified only as Core EC-6, will they qualify for the 4a certification for the Bilingual supplement?**

No, a candidate must not already hold a teacher certification in the state of Texas.

**23. How many courses would a teacher need to teach to qualify for the stipend?**

Each teacher candidate needs to teach at least one course each semester in order to qualify for the full stipend amount.



## Decision 4 FAQs

### Teacher Recruitment Support

- 24. Could we use one teacher from the high school and one from the elementary? or do they have to be at the high school to receive the stipend? As an example, our campus front-office secretaries are classified as a paraprofessional; do they qualify?**

Please review the [candidate requirements](#) to see if your staff would qualify.

- 25. Are the funds distributed directly to the para from the LEA, or does the LEA flow the funds to the educational entity?**

TEA distributes funds directly to the LEA. The LEA can then flow the funds directly to the candidate, educational preparation program, or a combination of the two.

- 26. The funding will be a set amount for the district and then we will decide which of these programs we want to use it for?**

The amount of funding will be distributed in direct relation to the district formula calculation on pages 24 and 25 of the [TCLAS Guidance Document](#). You may also use the [TCLAS Funding Calculator](#) to find out how much the LEA may receive.

- 27. What if a para only has one year left to complete their degree and certification? Will they simply receive half of the stipend?**

A paraprofessional who has only one year left to complete their degree certification can receive half of the full stipend amount (\$9,000 instead of \$18,000).

- 28. What if a para will complete their bachelor/certificate in yr. one - are they eligible to participate; will they receive \$18000 or only half?**

A paraprofessional who has only one year left to complete their degree certification can receive half of the full stipend amount (\$9,000 instead of \$18,000).

- 29. Can a district have 3 paras who need cert only and 3 who need to complete their degree and cert?**

Yes, this satisfies the requirement of having a maximum of 6 paraprofessional candidates.

- 30. Clarification needed--we have a school nurse that has her associates--would she be a candidate for 4a?**

Please review the [candidate requirements](#) to see if your staff would qualify.

- 31. Will the slide for this decision be sent to the attendees?**

The slides for this decision are available [here](#).

- 32. Do paraprofessionals seeking teacher certification have to be enrolled in college or at least have several college hours completed? What if they can't complete the degree within the two years?**





## Decision 4 FAQs

### Teacher Recruitment Support

The paraprofessionals do not have to currently be enrolled in college but do need to have at least 75 credit hours towards a bachelor's degree. If they cannot complete their bachelor's degree and teaching certification in two years, they are not eligible for the grant. Here is the complete list of pre-requisites for stipend recipients.

- 33. It was mentioned in the webinar that one of the requirements is to offer the Instructional Practices and/or the Practicum in 2022-2023 and both in 2023-2024, is this correct? I understood this year, 2021-2022, would be the planning year and implementation would begin next year with the first cohort of students enrolled in the Principles of Education course. If we were to begin with Principles 2022-2023, we wouldn't get to Instructional Practices until 2024-2025. Would you please clarify.**

We are intentionally asking grantees to offer the Instructional Practices (at minimum) during the 22/23 school year since that course covers effective teaching practices paired with field-based experiences, which tends to be critical in getting high school students invested in pursuing a teaching career. The district may also offer the Principles of Education and Training course in the 22/23 school year, but it is not required.

- 34. Slide 9 – as an ESC, are we required to be listed as an approved GYO entity to promote partnerships with our districts under the Decision 4 – Teacher Recruitment Support opportunity provided by TCLAS?**

No, ESCs are not required to be listed as an approved entity to promote partnerships with districts. ESCs may promote the Grow Your Own application and E&T courses at will.

- 35. On slide 13, you mentioned that an E & T teacher may receive \$5,000 or \$10,000 dollars depending on the course being taught as a dual enrollment course. The specific bullet on the slide includes a hyphen (\$5,000 - \$10,000) between the 5K and 10K. Is this \$5,000 or \$10,000, no in between, or should I be reading this as receiving between \$5,000 to \$10,000?**

An educator will either receive a \$5,000 stipend (non dual credit) or a \$10,000 stipend (dual credit) that is dispersed over two years.

- 36. On slide 14, if the student completes 2 or more E & T courses with instructional practice or practicum, the students will be eligible for an industry-based certification and receive an Educational Aide I certificate. Where can students use an "industry-based certificate" and will they require to take an exam to acquire the Educational Aide I cert.?**

Students who successfully complete 2 or more E&T courses for 3 or more credits with Instructional Practices and/or Practicum will be eligible for an industry-based certification and receive an Educational Aide I certificate, pending completion of the application and payment process.

Students can use the industry-based certification to become a paraprofessional or teacher's aide.

Students do not need to take an exam to acquire the Educational Aide I certification.

- 37. Does practicum have a specific number of hours to complete for success?**



## Decision 4 FAQs

### Teacher Recruitment Support

The Practicum course requirements are stated [here](#). Information about specific hours can be found on pages 163–164 of the [2020–2021 Student Attendance Accounting Handbook](#) under section 5.7.1 *Career Preparation Eligibility Requirements*.

**38. On slide 19, 4b & 4c, does a district seeking decision 4 funding have to expand E & T courses and teachers across “ALL high schools” by 2022 to receive expansion funds?**

Yes, a district must ensure that all high schools offer Instructional Practices for the 2022–2023 school year and both the Instructional Practices and Practicum for the 2023–2024 school year.

**39. If an LEA has 6 high schools, all high schools have to offer E & T training under decision 4?**

Yes, if an LEA has 6 high schools, each high school in the LEA must offer E&T courses under Decision 4.

**40. Also, with the GYO June 2022 institute be open to ESCs?**

If space is available, we may open the GYO Institute to ESCs.

**41. Would it be safe to promote that: the “exception model” rural schools innovation zone allows students to access these courses at a surrounding district. Should these rural school then apply for decision 4 funding?**

While this option may be promoted, only the district that is actually offering the E&T courses is eligible for the 4b and 4c funding.

**42. Please tell me more about allowing HS students to earn dual credit through our EPP as an ACP (instructional practices) 1301 and (practicum) 2301 or this only for universities?**

The LEA would need to partner with a college to award dual credit for these courses.

**43. Our district offered E&T courses for dual credit before this TCLAS grant. Which box do we enter the number of high schools?**

Since the district is planning to offer E&T courses for dual credit in 2022–2024 (even if offered in the past), you will enter the number of high schools with those offerings in the first box: # WITHOUT existing E&T courses or planning to offer E&T dual credit in 2022-2024



## Decision 5: Residency Program Support

### 1. What is an EPP?

Educator preparation programs (EPPs) are university-based or alternative programs that prepare educator candidates for certification. For the purpose of the TCLAS Residency Program Support grant, there are 15 EPPs included on the Vetted Teacher Residency Program list that a LEA may choose to partner with in implementation of the grant.

### 2. Who defines the highly effective mentor - TEA or LEA?

The LEA, in collaboration with their partner EPP(s), define the profile of an effective mentor teacher.

### 3. In our district, our HR Dept. has created a category of employment for teaching residents in which they earn roughly \$35,000 during their residency year. Can we apply for the \$20,000 per resident living stipend and apply it to the salary and benefits for these residents? Also, we have had teaching residents that quit during the first semester due to life circumstances or when they decide teaching is not a good fit for them. Will TEA reimburse the district for the first semester expenses when this happens?

The LEA may use the grant funds to augment current stipends for teacher residents. The LEA can develop local agreements regarding requirements for teacher residents, including if a teacher resident leaves a placement.

### 4. Given the limited number of approved residency programs, how should districts not located near any of the programs think about the residency option?

A number of preparation programs place residents outside of their regional location. Given the timeline of the grant, we encourage LEAs with existing partnerships with EPPs included on the Vetted Teacher Residency Program list to pursue this decision.

### 5. Do the teacher residents come from the EPP programs?

Yes, the teacher resident will be a teacher candidate from the partner EPP.

### 6. Support is described as implementation, could an LEA, in partnership with an EPP, apply for planning support through TCLAS Decision 5?

TCLAS Decision 5 includes three types of support: stipends to fund living wages for teacher residents, implementation funding to support the LEA and EPP partner in establishing the residency and innovative staffing model, and in-kind technical assistance support to design and implement an innovative staffing model.

### 7. 5C provides funds to help districts \*create\* a plan to fund resident salaries with district dollars, but doesn't provide funds for those salaries, correct?



## Decision 5 FAQs

### Residency Program Support

Correct. Decision 5A provides funding for teacher resident stipends. The intent of the 5C technical assistance support is to help the district design and implement an innovative staffing model that allows for resident salaries to be funded via district dollars long term.

- 8. If we already have an established residency program with one of the organizations on the VTR list, could we use 5b funding to expand our partnership? If so, would we still be required to apply for 5c funding even if we are not working with one of the support vendors currently?**

Districts and programs who already have an EPP partner are eligible for grant funding. They may consider utilizing the resident stipends to expand the number of paid residents or to pay for the stipends of already anticipated residents. Decision 5B funding would be used likewise to support program implementation. Decision 5C is the in-kind staffing model technical assistance that supports the design and implementation of sustainable residencies beyond grant funding. District and EPP partners who are not yet engaged in this TA support with US Prep or Public Impact will be required to commit to the 5C in-kind support.

- 9. Does Year 1 need to be this fall since that seems relatively quick to recruit candidates, etc.?**

District and EPP partnerships have the option of beginning as soon as Fall of 2021 but could also delay residency implementation and stipend funding until Fall 2022.

- 10. Does this conflict with the Mentor Allotment Grant?**

No. The TCLAS Residency Program Support pathway may be a strong compliment to the Mentor Allotment Grant, as teacher residents are required to be placed in the classroom of an effective mentor teacher.

- 11. Large districts could benefit from many more than 20 residents. Can that number be increased for large districts and in locations with multiple VTR programs?**

The grant is currently structured to provide up to 20 resident stipends per year for 3 years. This is to ensure equitable access to resources across the state.

- 12. Will there be any updates to the Vetted Teacher Residency list? Additional EPPs? If so, when is the next application window.**

The Vetted Teacher Residency Program list will be opened annually for additional programs to apply.

- 13. What are the requirements to be a resident candidate?**

A teacher resident candidate must be enrolled in an EPP included on the Vetted Teacher Residency Program list and be eligible to begin the yearlong clinical teaching experience. The LEA and EPP partner may determine additional local requirements for teacher residents.

- 14. Where do the students come from?**

The teacher residents are candidates enrolled in an EPP included on the Vetted Teacher Residency Program list.



## Decision 5 FAQs

### Residency Program Support

#### **15. Do the Mentor Teachers receive a stipend?**

The LEA may use the Decision 5B funding to provide mentor teachers with stipends. Additionally, the LEA, in the development of their innovative staffing model, may prioritize funding for mentor teachers as well.

#### **16. If 20K is available and 5 K for the EPP, what ideas do you have for raising the other 25 to 30 K to pay the potential teacher to live on? The norm is 45K to recruit desirable candidates.**

The \$20,000 per teacher resident must flow directly to the teacher resident. The additional \$5,000 per teacher resident may be used by the LEA to support the implementation of the residency and innovative staffing model. This may include flowing funding to the EPP partner to support residency implementation. The long-term salary for future teacher residents may be determined by LEA in the design of their innovative staffing model.

#### **17. Can you describe how Decision 4 and Decision 5 can be combined?**

LEAs have the option to pursue as many of the TCLAS strategies (decisions) as they feel appropriate. Decision 4 (Grow Your Own) and Decision 5 (Teacher Residency Supports) are both focused on building strong educator pipelines. The EPP that supports the LEA in their implementation of Decision 4 could also partner with the LEA in implementation of Decision 5.

#### **18. Is there any way to either require OR incentivize residents to stay on with the district for a certain amount of time?**

As noted in the Assurances, the LEA must offer preferential hiring, to the greatest extent possible, to residents once issued a standard teaching certificate. The LEA and EPP partner have the discretion to structure this agreement further.

#### **19. If the plan is for 3 years, will year 1 be paid through the stipend while they are coteaching; after year 1 they would receive standard certification; year 2 & 3 they would serve as the classroom teacher, right? Does this mean salaries will be paid?**

No. The stipends are intended for 3 cohorts of teacher residents completing a yearlong clinical teaching (i.e., a new group of teacher residents annually).

#### **20. How many hours are needed to be a resident? Is it up to the EPP?**

As noted in the Assurances, the clinical teaching assignment must be yearlong (28 weeks) with the candidate serving at least 3 days per week on the campus. Programs must continue to adhere to all TAC requirements regarding clinical teaching.

#### **21. Can the 5B implementation support funds be contracted from the LEA back to the EPP to support residency implementation?**

As noted in the Assurances, the residency funds must be used to support implementation of the residency and innovative staffing model. Funding from the LEA to the EPP for this purpose would be allowable.



**22. Can Decision 4A (Paraprofessional Certification Funding) be combined with Decision 5A (Teacher Resident Stipends)?**

TCLAS Decisions may be combined, though LEAs must assure that they will adhere to the requirements for both decisions.

**23. For those LEAs that already have teacher residencies in place, can the grant funds be used for scaling up?**

Yes, if a LEA already has a partnership with an EPP on the Vetted Teacher Residency Program list to implement teacher residencies, the grant funding and technical assistance can be used to scale the number of teacher residents within the LEA, fund existing resident slots, and access training and support to ensure resident funding is sustainable long-term.

New!

**24. For the in-kind support through 5c, is the LEA technical assistance provider assigned to us or will we be able to select the provider?**

TEA will provide guidance and communication about selection of innovative staffing model TA provider support by late fall of 2021 to support LEAs in this matching process.

**25. Can we pay the experienced, highly effective mentor teacher a stipend of \$5,000 from the \$25,000 in grant funds received per teacher resident?**

Yes, the \$5,000 per teacher resident from 5B: Flexible Funding for Implementation Support is to be used at the LEA's discretion to support implementation of grant program requirements for residency and innovative staffing implementation. Allocation toward a mentor teacher stipend who supports a resident is certainly acceptable.

**26. What amount will the district be required to pay in the years following the end of the grant support?**

During your design year, 2022-23, you will work closely with the innovative staffing TA provider and your EPP partner to develop an innovative staffing model plan that meets your district's projected teacher needs, budget, and overall goals. In that work, you will specifically make decisions about the sustainably funded future resident stipends as part of that overall plan. Beginning 2024-2025, you may determine that the resident stipend may be more or less than the \$20,000 specified in the grant.

**27. Do we have to recruit the same number of teacher residents after the grant ends? For example, if during the TCLAS funding period, the district recruits 20 teacher residents, will we be required to serve 20 teacher residents in future years starting in 2024-25?**

You will work closely with your partners to make intentional decisions about the year over year scaling of the residency program within your district. You will not be required to maintain the same number of teacher residents for all future years.



**28. Can you please provide sample innovative staffing models or case studies of such models that demonstrate sustainable sources of funding for the model?**

Here's a link to a recent study conducted by Bank Street around the use of innovative staffing models to provide sustainable sources of funds for teacher residency models:

<https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1011&context=pt>

**29. Can our Year 1 teacher residents start in, for example, January of 2022?**

Yes, they can start later in the 2021-22 school year, as long as their residency experience meets the requirements of 5a, where they engage in a one yearlong clinical teaching experience. We do recommend that EPPs and LEAs work in partnership to consider and plan for potential overlap in residents across 2021-22 and 2022-23 to ensure a quality residency experience for all residents.

**30. If LEAs are not able to support a teacher residency this year because of the later date of award notification not aligning with EPP calendars, will the LEAs lose Year 1 funds for residents and only be able to fund in Years 2 and 3, or will Year 1 of residency funding begin next Fall?**

The LEA has the option to begin placing residents in Year 2 instead of in Year 1. The LEA may start their residents, however, later in year 1 (e.g. Jan '22) if that aligns to the EPP's current model for yearlong clinical teaching.

**31. I wasn't sure if there was a list that of TA providers for LEAs to choose from.**

LEAs will not have to prepare for 5C supports for several months. As of now, we have indicated that vendor matching will be dependent on a district's needs assessment. Our current approved vendors include Approved ESCs, US Prep, and Public Impact.

**32. How many vetted residency program partners can we work with? Are we only allowed to select one residency partner from the list for the application?**

If a district has already partnered with more than one vetted teacher residency program, they certainly have the option of applying for grant stipends with more than one partner. They should work closely with their partners to determine the number of residency stipends to request as districts can receive no more than 20 total resident stipends each year of the 3-year grant cycle. The LEA will be expected to partner with all selected vetted residency program partners in the planning and design of their high-quality, sustainable residency via innovative staffing model.

**33. Are there certification fields that the residency is more open to versus others?**

The LEA should work in partnership with their partner EPP to determine the appropriate certification fields in which to place residents, given LEA and EPP needs.

**34. What are the benefits for the resident in participating in a residency program?**



## Decision 5 FAQs

### Residency Program Support

Teacher residents serve in your district in a co-teaching setting during the entirety of their clinical teaching year. This type of intensive practice provides residents with the opportunity for quality teacher development. They also receive the \$20,000 stipend during their yearlong residency.

**35. Are we required to hire our residents?**

No. As indicated in the assurances, the LEA should prioritize hiring teacher residents to the extent possible.

**36. Do I have to pay the stipend month by month or is there flexibility?**

This may be determined by the LEA, in coordination with their EPP partner.

**37. Are residents assigned to the LEA or does the LEA get to choose?**

LEAs and their partner EPP should coordinate to determine the residents who are best fit for their district needs. Please see our assurances for further context

**38. Are medical benefits included in the 20k stipend or are they extra?**

The requirements of 5a in the grant assurances state: The applicant must assure that they will provide each teacher resident placed within the district a stipend of at least \$20,000. Local decisions may be made about funding for medical benefits.

**39. We have other residents making less than 20,000 dollars. How can we use these funds?**

As long as the designated number of residents you have asked to fund via the grant are receiving a stipend of at least \$20,000, you are meeting the grant requirements. You may make local decisions to expand the number of anticipated residents or supplement the existing resident stipends.

**40. What if I have residents from last year who are completing semester 2 in the fall of 2021? Are they able to get ½ of the stipend?**

This stipend starts in the Fall of 2021. We would encourage applicants to center funding on incoming residents beginning this year

**41. What if we can't fill all the roles we anticipated?**

LEAs and EPP partners should make a good faith effort to fill all resident roles requested. We strongly encourage the LEA to proactively discuss with their EPP partner the projected number of resident slots the EPP can anticipate filling annually.

**42. How is TEA defining sustainable? Are we looking at maintaining the residency program for 3 years...5 years...7 years? Is there a specific range we are committing to?**





## Decision 5 FAQs

### Residency Program Support

The district would be committing to implementing an innovative staffing model that would allow for continued residency funding at least for the 2024-2025 academic year. The district may determine the number of residents they will choose to fund in 2024-2025 and beyond.

**43. When fully funded by district dollars, does the residency stipend have to remain at \$20,000? Can it be increased? Can it be lowered? What is the expectation regarding future stipends beginning in 2024-25?**

During the grant period, the district must provide the \$20,000 stipend to the resident. Beginning 2024-2025, the district may determine that the resident stipend may be more or less than \$20,000.

**44. Is there a desired scale for this model? Is the "number of placement campuses" requested in section 5c of the application related to the 20 residents placed through 5a, or related to the number of campuses that would pilot an innovative staffing model in 2024-25 developed through 5c supports?**

The number of placement campuses should include those campuses where the LEA plans to place teacher residents (during the course of the grant and long term). The campuses would design an innovative staffing model in Year 2 of the grant and implement in Year 3, so that by 2024-2025 they have a fully functional model that can sustain resident funding.



## Decision 6: Tutoring Supports

**1. Can TCLAS funds be used for accelerated instruction requirements for HB 4545?**

You may use TCLAS funds to support the accelerated instruction requirements of HB 4545.

**2. So, would Saturday tutorials be considered under TCLAS and HB 4545?**

It is an LEA Decision to determine how the minutes are calculated. HB 4545 states that tutoring may occur before, after, or during school day.

**3. With the parent waiver, what is the maximum number of students allowed in the group?**

The current ratio is 3 students to 1 teacher. A maximum number for groups is not given and will be a local decision.

**4. Will TEA send document templates for Accelerated Learning Committees to fulfil the requirements of HB4545?**

Resources will be developed and shared beginning July 29<sup>th</sup> at the HB 4545 Webinar #4. Resources and other district examples will be posted on the website.

**5. What assessments can be administered to determine if a student approaches grade level and can be considered a "passer"?**

It is a local decision to determine the assessment that shows mastery of TEKS.

**6. Are some of these Full-Service Tutoring Providers web-based? Maybe not face to face but synchronous "face time" with an actual tutor? (If there is not an in person approved service in your area).**

Yes, some of these opportunities do present themselves as being able to be provided virtually.

**7. How can High-Dosage tutoring occur during the school day if HB4545 states that we cannot pull students out of regular instruction, recess, or enrichment time?**

Given the requirements in HB 4545, this would be a local decision from the individual LEA that takes into account master scheduling/school day considerations unique to the LEA. There are opportunities to provide the required tutoring that might be before/after school intersessions.

**8. What about the students who didn't even take the assessment? Would we still need to administer the test to them?**

Prior law required LEAs to provide accelerated instruction to any student who does not perform satisfactorily (i.e., achieves "Approaches Grade Level" or above) on a STAAR assessment. These requirements are included in the following sections of the Texas Education Code (TEC): §§28.0211, 28.0213, 28.0217, 29.081, and 39.025. This



## Decision 6 FAQs

### Tutoring Supports

part of the law was not changed. 19 TAC §101.2005(c) indicates that students who are absent or otherwise do not have valid assessments did not perform satisfactorily and, as a result, are required to receive accelerated instruction.

However, Commissioner and Gubernatorial waivers offered during the 2020-21 school year altered the assessment requirement framework for that year. As a result, school systems may decide to administer an assessment designed to show grade level proficiency on the TEKS (e.g., the state provided Beginning-of-Year Assessments) for students who did not participate in state assessments during the 2021-22 school year. School systems must determine the TEKS-aligned assessment that they will use and will review and determine locally if the assessment shows the student achieved satisfactory performance and if accelerated instruction during the 2021-22 school year is required. Note: parents who think their students would still benefit from accelerated instruction should have the option to appeal this decision if they disagree with the school system's determination.

**9. Does decision 6 VTTC include supplemental instructional materials/training or would LEAs need to use decision 3 to get those?**

The supplemental funding through Decision 6 of TCLAS will support any additional costs the district may incur for instructional materials and training for reading and math included in the VTTC.

**10. Does TEA provide the actual tutors, or can LEAs hire their own tutors and put them through the VTTC training?**

We are gathering a list of vetted organizations that LEAs can coordinate with if they are in need of tutors in addition to their own tutors. LEAs have the ability to engage in the VTTC trainings/supports as need to ensure implementation of their programs (and based upon funding stream requirements)

**11. Will the district be able to use its own staff as tutors?**

An LEA is able to use current staff that have been trained to serve as tutors.

**12. The TCLAS guidance document does not mention a prerequisite of using HQIM approved products in the description (p54) or the assurances. Is this a new requirement?**

HQIM in context to Decision 6 means use of materials from the TEA-Subsidized providers that will be released in the coming weeks. Information will be posted on the tutoring webpage.

**13. When will be able to see what the vetted instructional materials look like?**

We are working with our partners at the agency to ensure this is expedited as soon as possible.

**14. Is all the TEA funded tutoring under decision #6 only for online tutoring?**

No, there are options available. Please review Decision 6 in the Guidance Document.



**15. Is the \$500,000 for the entire grant or just for tutoring?**

Per LEA, the grant may be possible for Decision 6 tutoring only.

**16. Is the use of the instructional materials and tutoring platform in the VTTC the only option for receiving funds for tutoring?**

Yes, use of those materials are a requirement.

**17. Just to confirm, payment from the TCLAS funds could be used for our own staff if they were properly trained through VTTC?**

Yes, campus personnel must be trained through VTTC.

**18. What is the purpose of the online platform? Is it for progress monitoring, data collection, actual tutoring, or both?**

Both, the online platform can be used based on the needs of the LEA.

**19. How do we need to document what we are doing for students? Do we need to keep documentation such as sign in sheets, lesson plans, or just a google sheet that teachers input min. in, etc.?**

We will be providing guidance documents and materials such as templates to assist with this, however each LEA is able to craft tools/resources as needed to support implementation and compliance.

**20. Please elaborate on the data collection requirement. What specific data will LEA's be required to report?**

We will be providing guidance documents and materials such as templates to assist with this, however each LEA is able to craft tools/resources as needed to support implementation and compliance.

**21. Would our LEA be able to take advantage of the subsidized TCLAS materials and vendors and also run a parallel tutoring program with our own funds, or is that prohibited?**

Yes, that is permissible.

**22. Will there be ongoing in-service training for tutors? Will TEA be training tutors, or will vetted tutoring vendors be training them?**

TEA, ESCs, and TEA-subsidized vendors in the VTTC will provide initial and ongoing training.

**23. Is it up to the LEA to secure tutors, or will VTTC do that?**

The LEA can use the pre-approved list to staff tutors.



## Decision 6 FAQs

### Tutoring Supports

**24. Is there an MOU that will need to be used to ensure tutors are "trained"?**

This is an LEA decision

**25. The \$2,000 cap- is for training or the cost of the tutor is capped at \$2,000?**

It is a grant allocation per tutor and may not cover all costs.



### Decision 7: School Day/Calendar Redesign

**1. Could you explain once more what the additional Wednesday in the redesign calendar example is exactly?**

ADSY days are non-compulsory by statute, so in order to encourage high attendance, some districts have placed ADSY days weekly throughout the course of the school year. In this case, they take place on Wednesdays.

**2. For special education students that attend extended school year, do campuses consider the additional days as part of ESY or for the month off during the summer is that when ESY would occur?**

The Extended School Year (ESY) program is a separate program from ADSY. A student can qualify for both ADSY and ESY funding on the same instructional day if a student attends both programs on the same day; however, the programs must be run separately. Students attending an ESY program do not qualify for ADSY attendance if the ADSY instructional hours are occurring during the ESY program hours. For example, if a student's IEP calls for four hours of ESY services per day, the campus must also provide at least an additional two hours of instruction (required for ADSY funding) outside of the ESY services for the student to receive funding for both ADSY and ESY attendance on the same day.

**3. How do Decisions 7 & 8 intersect or run in parallel? They seem to have components in common (e.g., ADSY).**

Decision 7 and 8 both utilize a year-long planning process in order to implement a high-quality ADSY program, however the actual model is different. Decision 7 participants will implement a School Day/Calendar Redesign model and Decision 8 participants will implement a Strong Summer Program. Planning program design is very similar between the two and run on parallel timelines.

**4. Can a campus combine Decision 7 and Decision 8, or only select one and not both?**

Correct - one campus can do either Decision 7 or Decision 8. Different campuses within the same district could do Decision 7 or Decision

**5. Is Decision 7 for elementary only?**

Applicants would receive funding for elementary campuses (or any campus that serves at least one grade within the PK-5 grade band). Applicants can also implement the program at a middle or high school but would not receive additional funds for that since implementation is based on the use of ADSY funds and eligible for grades PK-5.

**6. Have campuses shortened the length of their days in adding 30 days to their calendar?**

Campuses have the ability to shorten the length of their days as long as they still meet the 75,600 operational minute requirement for the core 180-day instructional calendar.



## Decision 8: Strong Summer Program

**1. How can I have access to the slides and presentation?**

A recording and slides of the TCLAS decision 8 webinar can be found [here](#).

**2. What will happen for Schools of Innovation who have less than 180 days of instruction- can these schools apply for TCLAS?**

LEAs do not need 180 days to qualify for all initiatives / decisions that TCLAS offers. However, TCLAS decision 8 provides strong summer supports through the ADSY PEP Voluntary Summer Learning grant, and that grant requires that all LEA grantees have a 180-day instructional calendar. Participating LEAs do not need to be conducting a 180-day calendar to apply but will need one in the first year of summer program implementation.

**3. If we are an approved vendor for Texas Home Learning but not for the ADSY Planning and Execution Program (PEP) is it too late to apply to be a vendor for ADSY PEP?**

At this time, we are no longer accepting technical assistance provider vendor applications for the ADSY PEP cycle two cohort. If you are interested in becoming an ADSY PEP technical assistance provider for future grant cycles, please e-mail [adsy@tea.texas.gov](mailto:adsy@tea.texas.gov).

**4. Do missed days in the 180 day calendar disqualify us from ADSY? Are there still minutes requirements for decision 8 grant recipients?**

Yes, unless an inclement weather waiver or other acceptable state waiver is approved, a district must host 180-instructional days to qualify for ADSY. In light of an event where a campus has to close for a day(s) and a waiver is not approved, the campus is expected to make up for the missed instructional days to ensure the 180-day requirement is met. The ADSY minutes requirement is the same as the statewide minutes requirement for non-ADSY districts – 75,600 operational minutes.

**5. Do you have to have a 180-day school year to apply for TCLAS decision 8?**

A 180-day calendar is required to receive funding for TCLAS decision 8 because the funding comes through the ADSY PEP funding stream. A 180-day calendar is not required at the time of application submission but is required when the summer program is implemented and ADSY funds are drawn down.

**6. ADSY PEP requires 25-30 ADSY days with six hours of instruction per day. Do the six-hour days count as half-days?**

Yes and no – ADSY PEP requires that LEAs host six-hour ADSY days (three hours of academic instruction and three hours of enrichment). ADSY provides LEAs with half day funding to support program operation.

**7. If we already piloted CRIMSI in summer '21 do we still need to apply for TCLAS?**



## Decision 8 FAQs

### Strong Summer Program

Yes -- CRIMSI and TCLAS have separate applications. If you are interested in any of the initiatives or funding available through TCLAS you will need to complete the TCLAS application. Only one application to TCLAS is necessary per LEA.

**8. Is the funding for Support 8A grant funds or in-kind funds? Do the grant funds flow to the LEA or to the TA providers?**

Support 8A funds for technical assistance are grant funds given directly to the LEAs. Participating districts will also receive in-kind support for a learning community to design high-quality summer programming.

**9. What is a NOGA?**

A Notice of Grant Award (NOGA). After TEA and the applicant have negotiated the grant application to approval, TEA awards grant funds by issuing the NOGA. The NOGA incorporates by reference all guidelines and instructions issued by TEA in the RFA as well as the negotiated application, and it constitutes the binding agreement between TEA and the applicant. The NOGA also identifies the start and end of dates of the grant program period. Along with the NOGA, the grantee receives a document called Supplement to the NOGA. This document provides more information about the grant being awarded.

**10. Can decision 8A supports pay for technical assistance providers that are not on the 8A vendor list?**

No, it cannot, even if the technical assistance provider is approved for a different TEA initiative. Decision 8A supports can only pay for technical assistance providers that are on the 8A vendor list.





## Decision 9: P-TECH

### 1. Is the Decision 9 P-TECH PowerPoint available?

All Texas COVID Learning Acceleration Supports (TCLAS) materials, including webinar PowerPoints and recordings will be available at the following [site](#).

### 2. I thought P-TECH was for growing your own. Is P-TECH only a part of the TCLAS grant?

[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 P-TECH model exists under the [College and Career Readiness School Models Network](#) of campuses. The P-TECH Model is also currently affiliated with Decision 9 in the TCLAS initiative to provide support for new and participating P-TECH campuses.

### 3. What is the link to the survey for our interest in the TCLAS application?

The link can be found [here](#).

### 4. How does the 6-year allowance for graduation impact the campus' graduation rate with TEA?

P-TECH campuses must adhere to [Texas Education Code \(TEC\) §§29.551 -29.557](#) that allows a P-TECH program to provide for a participating student to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: (A) receive a high school diploma and an associate degree, a two-year postsecondary certificate, or industry certification

P-TECH schools intending to serve students in years 5 and/or 6 of a P-TECH program should be aware that there may be unforeseen circumstances associated with TEA accountability performance reporting.

All P-TECH campus models will be measured by their four-year graduation rate.

### 5. Can the IHE partner be a private institution/for-profit institution, or does it have to be a public Institution of Higher Education?

An IHE partner must be a [regionally accredited institution](#) to partner with your P-TECH campus. IHE partnership is a local decision that should be considered at the district level.

### 6. Does the P-TECH model require students to take their core courses through the P-TECH campus or can they take them at their home campus and only take CTE courses with the P-TECH campus?

The P-TECH model does not restrict the mode or location in which dual credit courses are offered. A P-TECH campus may have students attend traditional courses at their home campus and CTE focused courses at another location. A local decision should be made to determine if the P-TECH campus will share the home campuses' CDC (County-District-Campus number) or if it will need its own CDC number.



### 7. **If you are a T-STEM or ECHS campus, can you be a P-TECH?**

A campus (CDC) may establish one Early College High School (ECHS), one Texas Science, Technology, Engineering and Mathematics (T-STEM) academy and one Pathways in Technology Early College High School (P-TECH).

A student may only be served by one CCRS Model. For example, a student participating in a T-STEM would not be considered a P-TECH student. There are no hybrid model combinations for students, such as ECHS/P-TECH or T-STEM/P-TECH.

### 8. **Who are the TEA approved technical assistance providers for the TCLAS P-TECH grant?**

TEA is currently soliciting technical assistance providers for campuses that are awarded P-TECH Planning and Implementation grants through TCLAS. Once selected, TEA will assign TCLAS P-TECH Planning and Implementation grantees a technical assistance provider.

### 9. **Can dual credit be accomplished with an Institution of Higher Education through online courses facilitated on our high school campus?**

The P-TECH model does not restrict the mode or location in which dual credit courses are offered.

### 10. **Transportation across district lines is difficult. How does transportation support work for this grant? We have 4 districts in the same county and what would be the service area?**

Budgeting guidance is provided through the TEA website and can be found [here](#).

Transportation for participants or parents to or from grant activities is an allowable expense.

## 9a – P-TECH Planning and Implementation

### 1. **Does this require a principal that is not the principal of the HS Campus?**

The [P-TECH blueprint](#) in Benchmark 1 states that a “building level leader who has scheduling, hiring and budget decision” authority be the guiding staff member in charge of the P-TECH program. This language is meant to encourage local decision makers to determine if a new Principal is needed, or if the current principal or assistant principal will absorb P-TECH campus responsibilities.

To be a part of P-TECH, does your school have to have the ECHS designation and go through the ECHS application process? We are not an ECHS but do everything on the list already.

To be a P-TECH Planning and Implementation recipient, you do not need to have an ECHS, T-STEM or P-TECH designation. The intention of this grant is to establish a new P-TECH academy. While we understand that there may be campuses already implementing similar practices, recipients will plan to serve students as P-TECH in 2023-2024.



**2. What can the district spend 9a funds on?**

Budgeting Guidance is provided through the TEA website and can be found [here](#).

Districts may spend on P-TECH related supplies and activities including but not limited to curriculum mapping, equipment and materials, personnel recruitment and professional development, outreach and P-TECH related student services.

**3. Is there a required amount that must go to the partner organization with PTECH planning?**

No.

**4. Can we fund a position in the district to lead the PTECH planning?**

Yes, please ensure that position being funded is supplementing and not supplanting.

**5. Does the PTECH P&I grant (9a) covers 100% of the costs of starting up a PTECH program on a campus?**

The P-TECH Planning and Implementation grant will provide up to a maximum of \$400,000 per new campus over the span of 2021-2024. The grant will cover most costs, but not all costs of starting and implementing with students a new P-TECH program. P-TECH start-up costs can vary widely by pathway, equipment and staffing needed so it is critical to engage district and school board members as soon as possible with potential costs that may be absorbed and developing an overall sustainability plan for maintaining the P-TECH after 2024.

**6. Can a campus have more than one PTECH area? Can more than one area receive TEA grant funding?**

A campus (CDC) may offer more than one program of study or pathway or “area” within that P-TECH academy. The P-TECH Planning and Implementation grant is, however, a per campus initiative. A campus with multiple programs of study or pathways or “areas” is only eligible for one P-TECH Planning and Implementation grant. An LEA may submit for the creation of up to 3 new P-TECH campuses (separate CDC numbers).

**7. Can a district use 9a funds to cover student costs in 21-22 or 22-23 if they already have many elements of the PTECH model in place? Do we have to wait until AY23-24 to officially launch our PTECH model if we are already well on our way?**

An LEA must wait to use 9a funds to cover student costs until AY23-24, when they will begin to serve P-TECH students.

**8. If a district qualifies for 9A, would they then qualify for 9B because they would be a PTECH planning campus in SY21-22?**

In order to be eligible for 9b – P-TECH Success, an applicant campus must be a recognized as a 2021-2022 P-TECH Planning or Provisionally Designated campus at the time of completing the application.



Unfortunately, any campus that is not recognized as P-TECH by TEA during the TCLAS application window is not eligible to apply for 9b – P-TECH Success. The 9a and 9b application sections of the TCLAS are submitted at the same time and awarding of 2021-2023 P-TECH planning status would come after submission.

### 9. Should a LEA choose this decision point if they are already a "PTECH" district?

The P-TECH program recognizes campuses at the P-TECH academy level and does not designate districts as “P-TECH Districts”. If an LEA with an existing P-TECH academy has another campus (different CDC), that is interested in establishing a new P-TECH academy within the district they may apply.

If an LEA with an existing P-TECH academy does not have another campus (different CDC) to establish another P-TECH academy, but would like to expand programming and services, 9b – P-TECH Success would be the decision point.

## 9b – P-TECH Success

### 1. What monies are available to schools that are already in the planning year or first year of a PTECH school?

In order to be eligible for 9b – P-TECH Success, an applicant campus must be a recognized as a 2021-2022 P-TECH Planning or Provisionally Designated campus at the time of completing the application. This applies to TEA recognized P-TECH planning year and first year P-TECH schools.

### 2. When you say less than 1800 students, do you mean 1800 students as a DISTRICT or less than 1800 students through P-TECH?

1,800 students enrolled in the district.

## 9c – Dual Credit Faculty Expansion

### 1. How do we know if we were on the list?

A 2021-2022 CCRSM Network list is available [here](#). This list contains campuses that are currently ECHS, P-TECH or T-STEM academies.

### 2. If we did not receive the dual credit faculty award that was announced last month, can we essentially submit the same application again?

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, including previous applicants that did not receive the 21-23 Expansion of Dual Credit Faculty for CCRSM grant.



Updated

The TCLAS application is not the same format as the previous 21-23 Expansion of Dual Credit Faculty for CCRSM grant and will be submitted along with all other TCLAS Decision points your LEA will be submitting. TCLAS application information can be found [here](#).

**3. For the Dual Credit Faculty Expansion grant - must the dual credit courses being taught by teachers supported by this grant be within a PTECH specifically?**

Decision 9c is available to any CCRSM campuses that is designated in the 2021-2022 school year. Funding priority will be given to P-TECH campuses.

**4. When would the coursework begin for the DC faculty expansion grant? Fall 2021 or Spring 2022?**

Please refer to the timeline on slide 36 in the Decision 9 webinar PowerPoint.

**5. Can you clarify whether or not the district could apply if it is not applying for 9a or 9b or already has P-TECH campuses?**

The district may still apply for 9c, if eligible, even if they are not applying for 9a or 9b.

**6. If we applied for the CCRSM grant and were not selected, are we still allowed to apply for dual credit expansion portion of TCLAS?**

Yes. 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.

**7. Is the grant only for P-TECH? What if you have T-STEM or ECHS?**

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.

**8. Can the \$25,000 be used towards dual credit teachers that are already teaching on campus dual credit courses?**

No, the funds may only be used to get educators credentialed to teach dual credit. Funds may not be used for educators who are already credentialed to teach dual credit.

NEW

**9. Should I plan for all of my teachers to earn credentials so they may teach dual credit courses in the future.**

No, in collaboration with the IHE partner, districts should conduct a needs assessment to determine dual credit courses needing an instructor. Districts should then work with teacher that has expertise in the subject areas and determine what graduate level coursework is needed to meet the credentialing requirement of the IHE.



### Decision 10: New School Models

- 1. Is the redesign action only about blended learning? I have seen the action and there seems to be more components than just blended.**

The Redesign a campus with a district-designed blended learning model action is a whole-school model that includes, but is not limited to, blended learning as the main mode of delivering instruction. The new ESF-aligned educational model must be developed to serve community needs, utilize blended learning, address mental health and social resiliency, provide high-dosage tutoring, and include an extended school year.

For additional information on the Redesign with a Blended Learning model, please visit the [Center for School Actions](#) website.

- 2. For Continuation funds, are district provided \$500K/\$1M over two years or for each year over two years?**

The Continuation Funds will cover two years, so the \$500K/\$1M continuation funding amount for will cover 2022-2023 and 2023-2024.

- 3. Can a new dual language campus qualify as a new school model?**

Yes; the Create a New School action can be used to design and launch any evidence-based new district-run school that meets community needs.

For additional information on the Create a New School action, please visit the [Center for School Actions](#) website.

- 4. Can ACE campuses that have already received the SAF implementation grant also apply for this support?**

No; campuses which have previously received ACE Implementation funding are ineligible. See pages 43 and 51 of the TCLAS [Guidance Document](#).

For additional information on the Restart a Struggling School with ACE model, please visit the [Center for School Actions](#) website.

- 5. To qualify for the Redesign a school decision, must the LEA be currently using ESF or can the LEA implement ESF during the process?**

LEAs can implement ESF during the Planning Year.

- 6. If we are in our 1st year of MIZ and partnering with a certain Technical Assistance provider (TA), can we apply for the blended learning redesign campus in order to include all content areas, can we still use our current TA?**

The matched Technical Assistance Provider for the Redesign with a Blended Learning model is Transcend. No other TA may be used at this time.



# Decision 10 FAQs

## New School Models

- 7. For the Rural CEN, must the school already be a PTECH school, or can we pair Decision 10 and Decision 9 as we work to redesign a HS into a PTECH P-20 model?**

LEAs may apply for both Decision 9 and Decision 10. See page 43 of the TCLAS [Guidance Document](#) for the prerequisites for the Redesign with a Rural P-20 System model, which include “a designated PTECH program.”

- 8. Are only Comprehensive or D/F Targeted campuses eligible?**

No, Decision 10 in TCLAS is open to B-F rated campuses for Redesign with a Blended Learning model, Create a New School action, and Restart a Struggling School with ACE model; OR C-F rated campuses for the Redesign with a Rural P-20 System model. See page 43 of the TCLAS [Guidance Document](#).

NEW

- 9. For Decision 10, can we do planning 21-22 and 22-23 with implementation 23-24?**

Planning grants are awarded for only one year, 2021-2022, with the potential for continuation funding to implement the school action in years 2022-2023 and 2023-2024.