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The supplement, not supplant provision does not apply to this grant program. Federal statute requires that these grant funds be expended for afterschool activities specifically addressing COVID-related

Redesign or launch phases will take place in spring 2022, and full execution will occur in the 2022-2023 and 2023-2024 school years.

Please view the [HB 4545 FAQ](#) document for the most recent information.

Revised 4.14.22.

As stated in HQAS Program Guidelines, if all assurances under 11A, B, and C are met funds can be used for general operations of the after-school program (e.g., supplies, transportation, contracted services).

Grantees are encouraged to explore the Texas Department of Agriculture's (TDA) [Afterschool At Risk Program](#) operated under the TDA's Child and Adult Care Food Program to provide snacks/meals. However, if the awardee is not able to attain snacks through this program or it creates an undue burden in providing a high-quality after school, it is allowable to purchase snacks if all other assurances have been met.

Transportation is an allowable expense if all other assurances have been met.

Revised 4.14.22

Grantees should make every effort to adhere to the timeline and student count in the approved application. There is one notice of grant award (NOGA) for this program. 009121transportable5] TDA VSP03Under2-

Grantees should make every effort to adhere to the timeline and student count in the approved application. Grantees are encouraged to work with technical assistance providers to identify improvement strategies for student recruitment and retention, or other operational areas that may impact student attendance. If the grantee is unable to meet the student participation goal in Spring of 2022, the grantee should work to continually improve student recruitment and retention until the student count is met or exceeded. Funds must be drawn down based on actual expenditures each month.

Applying for and receiving grant funds from the original application does not disqualify an applicant from applying to TCLAS HQ Afterschool. Districts that received grant funds under TCLAS Decision 6 – Tutoring can also apply for Decision 11. The grant application for TCLAS High Quality Afterschool is separate from the one used for Decisions 1-10

Yes, ESCs may apply as a nonprofit/ESC but under a shared service arrangement with a consortium of districts. The intent of this allowability is to reduce the administrative burden on small and rural districts and charter schools and increase access to afterschool programs. The application process is the same for all applicants.

#### Revised 4.14.22

Programs awarded 11C Option B: High Quality Instructional Materials should utilize Carnegie Mathia during their afterschool academic block. There is no approved product for high school RLA, so programs can use a product of their choice.

Programs awarded 11C Option A: High Impact Tutoring funds were awarded based on a student count assumed for grades K-8, as those are the products available. If a program was awarded for 11C Option A and was intending to utilize grant funds for high school students, those funds should be diverted to students in grades K-8 for use with approved products (Amplify Intervention for grades K-5, and Zearn for grades K-8). If it is not possible to reallocate the funds to students in grades K-8 in the spring semester of 2022, programs may provide tutoring with whatever tutoring products make sense for their context at the HIT 3:1 ratio. Awardees should make every effort to reallocate students in 2022-2023 and 2023-2024. TEA will work with awardees on a one-off basis if further barriers exist in 2022-2023 or 2023-2024.

Applicants are able to select the campus(es) that make the most sense for their context.

No, private nonprofit schools are not eligible for this grant program.





The High-Impact Tutoring program in afterschool should be administered according to the criteria listed for the High-Impact Tutoring model listed in the [Overview Document](#). This criteria applies to all students within the model.

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

The tutoring program does not need to be offered for the full three hours of the afterschool program.

The attendance (or dosage) requirement is designed to align with afterschool research, which shows that regular and continued participation in high quality afterschool programs is related to increased student outcomes. More information on this research can be found at [tea.texas.gov/tclas](http://tea.texas.gov/tclas).

An awardee must provide afterschool options 4 days a week for 3 hours a day, and their strategic plan should address how they are targeting students to attend all days. Any program not intending to provide services to all students for the full amount would not be meeting the required assurances.

The 90 requirement applies to a full school year. If the afterschool program begins in Spring 2022, then the 90-day requirement becomes 45 days for the spring semester.

The requirement is to offer afterschool programming for 3 hours per day. Small and rural communities often find the program is beneficial in providing a safe place, nutritional snacks/meals, academics, and enrichment that help working parents.

Yes. As long as students are participating in enrichment or academic activities in transit time, this may count toward the 3-hour requirement.

Programs can take place in a location that is not a school campus. All grantees are required to assure that they will provide a dedicated physical space that is safe, properly equipped, and easily accessible for students. If not offered at a school, the grantee should provide transportation from the campus to the center and, if needed by the families and students served or for safety purposes, transportation from the center home.

No, there is no minimum campus requirement.

Any grade level may be served through these awards although instructional materials and aligned supports in 11C are only available for a subset subjects and grade levels. More information can be found in the [Overview Document](#).

Yes, an awardee can determine the grade levels that make the most sense for their context.

LEAs receiving 11C Option A supports are able to provide tutoring services in math for students who require accelerated instruction supports under HB 4545. Please find more information about HB 4545 [here](#).

The afterschool program must provide the same equitable access, aids, and accommodations required to be provided during the regular school day.

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

Regarding students with a 504 plan, "no otherwise qualified individual with a disability..shall solely by reason of her or his disability be excluded from the participation, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." [34 C.F.R. §104.37]

Regarding emergent bilingual students, "the (awardee) shall accommodate the instruction, pacing, and materials to ensure that emergent bilingual students/English learners have a full opportunity to master the essential knowledge and skills of the required curriculum, which includes the Texas Essential Knowledge and Skills and English Language proficiency standards (ELPS)." [TAC §89.1210 (a)]











applying to any of the decision points must meet all assurances for a robust afterschool program as that is the focus of the grant.

The listed vendors are currently the only available vendors for use within TCLAS High Quality Afterschool. TEA will notify awardees of any updates made to this list.

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