

TCLAS Decision 11: High Quality Afterschool Frequently Asked Questions

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General

1. Does the supplement, not supplant provision apply to this grant program? Can awardees expand existing afterschool programs using these funds?

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 learning loss. Existing afterschool programs may have difficulty meeting this requirement. Therefore, the program assurances require that these funds be used to provide additional activities and services not already funded by the existing program. Campuses operating an existing afterschool program may opt to expand existing enrollment or add activities under Option 11C.

For more about supplement, not supplant please see TEA's [Supplement, Not Supplant Handbook](#).

2. What does the pre-award allowability provision mean?

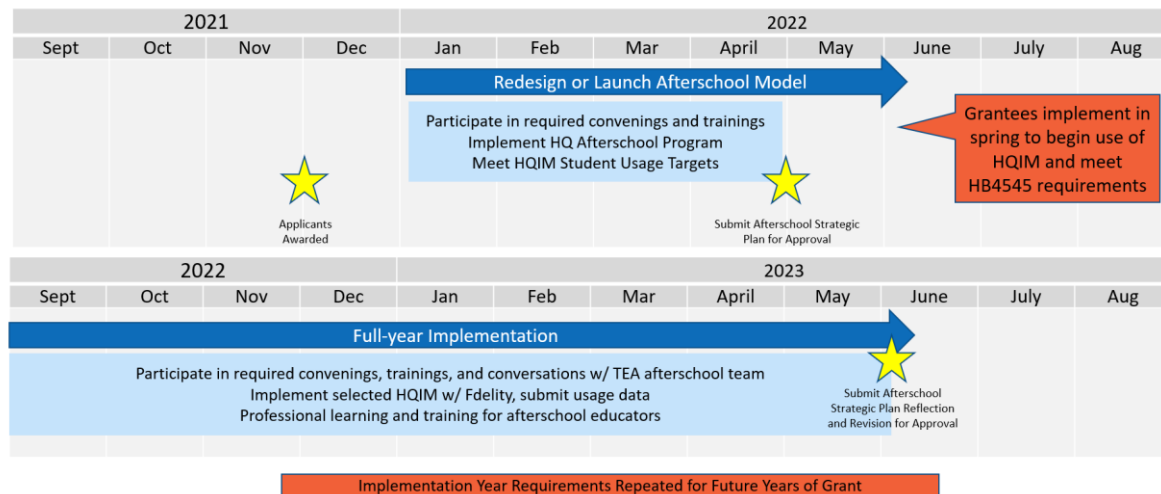
Grantees are allowed to reimburse themselves for afterschool activities allocable to the grant (i.e., allowable activities) back to the pre-award date of 3/1/2021. Pre-award costs must be allowable by the local board.

3. Is this a non-competitive grant? How many grants does TEA expect to award?

Yes, this grant is not competitive. Funds will be distributed based on prioritization as outlined in the [Overview Document](#). The number of grants awarded depends on the number of applications received, amounts requested, and total available funds.

4. What is the implementation timeline for Decisions 11A, 11B, and 11C?

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



5. Where can I find the most recent information regarding HB4545?

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

6. Are food services and transportation expenses eligible grant expenses? 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.

7. What happens to our Year 1 11A and 11C funds if we don’t expend them all during Year 1? Do funds roll into the next year? 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 that allocates funding for use between 3/1/2021-05/31/2024. Funds must be drawn down based on actual expenditures each month and funds remaining unexpended at the end of the state’s fiscal year will be available for use in the next fiscal year under the same NOGA. TEA’s Expenditure Reporting System will require additional documentation if drawdowns exceed expected amounts (i.e., requesting 20% or more of funds two times in a row or 100% of funds in one transaction.)

8. What if we don’t serve all the students that we received funding to serve? Revised 4.14.22

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.

Eligibility

9. If we didn't apply to the original TCLAS application, can we apply for TCLAS HQ Afterschool? Do we use a different application?

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

10. Are Education Service Centers (ESCs) eligible to apply with a consortium of small and rural LEAs in their region? Is the application process different for ESCs?

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.

11. Do programs under TCLAS HQ Afterschool extend to high school? Our charter school serves Grades 9-12 only. Are we eligible to apply? 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.

12. Must an applicant choose certain campuses, or can this serve all our schools? If so, what are the criteria (e.g., percent of economically disadvantaged)?

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

13. Are private nonprofit schools eligible to apply?

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

14. If our district is already running a quality afterschool program but is parent fee-based, does this disqualify us from applying for the free tutoring? If not, do the students who are selected to

participate in the free tutoring program have to be current afterschool participants or can they be outside participants?

Awardees must commit to all assurances outlined in the [Overview Document](#), including providing a free afterschool program for all participants of the Decision 11-funded program. Students selected for the Decision 11-funded tutoring program can be outside participants as long as the awardee meets the assurance that they are recruiting and retaining the students with the highest need.

15. Will state licensed afterschool programs receive priority over non state licensed programs? If you are a nonprofit providing afterschool services, do you need to be a state licensed afterschool programs receive an award?

Licensing is not a factor in award prioritization and is not required for nonprofit applicants. LEAs are exempt from childcare licensing.

Application Support

16. Who can I contact for the TCLAS Qualtrics-based application support? And grant application support?

Submit questions regarding the Qualtrics-based application to afterschool@tea.texas.gov.

Submit grant application questions to grants@tea.texas.gov. Program-specific questions can be directed to afterschool@tea.texas.gov.

17. Is there a copy of the application that I can use to prepare for my online submission in Qualtrics?

Yes, a PDF of the Qualtrics application can be found [here](#). Please do not submit the PDF file to TEA. Applicants must use the online Qualtrics tool to submit the first phase of the application.

18. For the “number of students” for 11C calculations, what number should we use? We may not know the number of students that would need tutoring or use HQIM licenses.

Please use the anticipated number of students that you plan to serve based on assessment of student needs. Federal statute requires that these grant funds support afterschool activities that address COVID-related learning loss.

19. What is the time frame for the funding amounts allocated in this grant?

The amounts indicated in the [Overview Document](#) represent the total over the course of the award, starting in Spring 2022 with an end date of September 2024.

20. For non-profits, the TCLAS High Quality Afterschool application asks which district the non-profit organization would be serving. Does the district need to be identified prior to application being submitted?

Nonprofit applications must identify the district hosting the students it will be serving in the application. The application will not allow applicants to proceed without entering this information. Partner districts should be aware of and in support of the application prior to submission.

21. What is the process to draw down funds?

Grantees will use [TEA's Expenditure Reporting System](#) to report expenditures and receive grant funds. More information will be provided upon award. Contact TEAExpenditures@tea.texas.gov for more specific questions.

22. Are indirect costs allowed?

Yes. The grantee may claim a maximum for indirect costs equal to their current approved unrestricted indirect cost rate for this grant program.

Campuses with Existing Afterschool Programs

23. How can existing Texas 21st Century Community Learning Centers (CCLC) programs use these funds? What about existing programs that are not funded by 21st CCLC?

Federal statute requires that these grant funds support afterschool activities that address COVID-related learning loss. Existing 21st CCLC programs can use funding from this opportunity to expand existing afterschool programs to align with that purpose so long as all program assurances are met.

This answer also applies to existing programs that are not funded by 21st CCLC, whether they are run by a nonprofit or an LEA. Please refer to question number 1 for more information on supplement, not supplant requirements.

24. How would a TCLAS high-quality afterschool program differ from a 21st Century Community Learning Center program?

TCLAS Decision 11: High Quality Afterschool is designed to provide afterschool academic and enrichment programs that are similar to programs operated by 21st CCLC grant programs. Within the 3-hour high quality afterschool program, the main difference is the requirement for one hour of academics within the program. This ensures that the TCLAS program is designed to address COVID-related learning loss specifically. By applying for funding under 11C, grantees can also add HIT that can occur during the afterschool program and/or HQIM that can be used for the hour of academic instruction and within HIT.

25. Can the 21st Century Program Director assist in implementing and the supplementation process of TCLAS requirements and funds?

Awardees that already have an FTE that oversees afterschool programs are not required to employ an additional position, but they are allowed to use the funding for additional personnel supports for the afterschool program. 21st CCLC grantees that wish to request flexibility on the 21st CCLC requirement to fund an FTE and use that position to also implement TCLAS HQ Afterschool can contact helpdesk@texasace21.org. Requests will be considered on a case-by-case basis.

26. Our 21st CCLC grant ends in July 2022. If we receive TCLAS Decision 11 funding and we use the funds to expand our existing 21st CCLC program, are we responsible for continuing the TCLAS afterschool program in school year 2022-2023?

Yes, the program assurances require that the program operates through school year 2023-2024.

27. Can these funds supplement funds awarded under “Decision 6: High Impact Tutoring?”

Yes, these funds can supplement funds awarded under Decision 6. Applicants awarded Decision 6 funds are eligible for all funding in 11A and 11B and are eligible for a subset of available funding in 11C. The maximum 11C Option A award for applicants already awarded Decision 6 is \$200,000. TEA will prioritize applicants that did not receive Decision 6 awards.

Program Operations

Scheduling and Attendance

28. Can we have programming in the morning? What about weekends or summer?

These funds are specifically set aside for afterschool programs and cannot be used to operate programs at any other time.

29. Does tutoring need to be offered to the same students every day? Does it need to be offered for a full three hours?

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.

30. Why is there a 4-days per week and 3-hours per day requirement? Does a student need to attend the afterschool program daily? Is attendance mandatory?

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.

31. What if certain students are able to only attend one or two days per week?

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.

32. If we start our afterschool program in Spring 2022, is the requirement that students attend 90 days?

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.

33. Is there any flexibility on the 3 hours per day minimum? We are a small rural school and think that 1.5 or 2 hours would be a better fit for our community.

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.

34. We're a rural community. Our students are on buses for up to an hour in transit to and from the building. Can we use some of the transportation time for afterschool activities?

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

35. Must the instruction take place at a school campus? Can it take place in another setting? What if we rotate program locations?

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.

36. Is there a minimum number of campuses that would need to implement at the district level?

No, there is no minimum campus requirement.

Student Recruitment

37. Which grade levels can be served in the grant program? Is Pre-K included?

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](#).

38. Can a campus that serves Grades PK-12 design a program for only certain grades, such as PK-5?

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

39. How can this program serve high school students to help meet the requirements of HB4545?

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](#).

40. Are there specific requirements for serving special populations in TCLAS HQ Afterschool?

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)]

Decision 11 Supports

11A: Personnel for High-Quality Afterschool

41. Can you provide clarity about the FTE position to oversee the afterschool program, and how that relates to funding in Decision 11A?

Per the general assurances, every High-Quality Afterschool program must have one FTE to plan, oversee, and support the implementation of the afterschool program. If a program is operating at multiple campuses, there does not need to be one assigned at every site, as the position is meant to be a coordinator of the program as a whole. 11A funding can be used for the salary of this person. In the case that a program already has a FTE acting as a coordinator, they may use 11A funds for other personnel working in the afterschool program. Expenditures of these funds must be for the purpose of the program.

42. Can we use funds under 11A to support more than one employee?

Yes, as long as one qualified full-time employee (FTE) is designated to lead the afterschool program.

43. Do we have to employ another FTE if we already employ a full-time position that manages afterschool programs?

No. Awardees that already have an FTE that oversees afterschool programs are not required to employ an additional position, but they are allowed to use the funding for additional personnel supports for the afterschool program.

44. Is the amount for the lead - \$125,000 annually - a required minimum amount or can this amount be adjusted based on LEA pay scales since this amount may be more than salary points for executive leadership?

This amount is what will be awarded per year. Awardees are able to utilize funds for more than one position as long as one qualified FTE is designated to lead the afterschool program.

45. Is there a certain per hour amount that tutors must receive or is the hourly amount dictated by the district?

No. Awardees are able to set a pay scale that makes the most sense for their context.

46. Can the grant be used to provide and pay for enrichment personnel during the afterschool program?

Yes, funds can be used for enrichment oversight and management under decision 11A. Funds can be used for an FTE to oversee the program, front line staff, training, or enrichment providers.

47. Can college students work an afterschool program? What about high school students?

Yes, both are allowed. If they will be providing instruction or tutoring with HQIM, then they are required to attend all professional learning and trainings associated with the instructional materials they are delivering. Students must work outside of their class schedule and payments to them must be for actual time worked in the program, and not for any type of incentive or scholarship.

11B: Technical Assistance for Afterschool Design and Implementation

48. What should technical assistance providers be contracted for under support 11B?

The 11B award is for technical assistance to support the design, implementation, and continuous improvement of a specific program. Contracted vendors should support awardees with completion of the afterschool strategic plan, implementation of that plan, and continuous improvement of the program through its lifecycle.

49. Are awardees required to use approved technical assistance vendors or are they allowed to hire their own?

For Decision 11B, awardees are encouraged to use the [TCLAS State Approved Vendor List](#) but can procure services through other providers. For professional learning under Decision 11C Options A and B, awardees must use the approved products as indicated in the [Overview Document](#). More information on approved vendors for 11C professional learning will be available soon.

Grantees are prohibited from contracting or employing with the grant funds individuals or entities hired to prepare the grant application. Grant funds must not be used to pay for grant writing services. In addition, all procurements must comply with applicable state and local procurement standards and procedures.

50. Can 11B funding be used to give stipends for current staff at a school to provide technical assistance in afterschool?

The intent of this funding is to support afterschool programs in getting technical support from experts in organizations with expertise in designing and operating high quality academic and non-academic afterschool programs.

11C: Instructional Supports

51. Can we use these funds to pay for a tutoring-only program?

No. Awardees must adhere to a set of general assurances that require an afterschool program that operates 4 days per week for 3 hours per day, a ratio of 1:15, and other afterschool program-specific items. See the [Overview Document](#) for all assurances.

52. How is Decision 11 different from Decision 6?

Decision 6 directs funds only for high impact tutoring (during the day, before school, after school). Decision 11 requires that awardees offer a 3-hour afterschool program consisting of enrichment and academics. Within the program, awardees can choose the option to also provide HIT during the afterschool program.

53. Do we have to use the HIT model to provide tutoring? Can the tutoring funding (11C Option A) be used for a program not at the HIT staff-to-student 1:3 ratio?

Applicants applying for tutoring instructional supports (11C, Option A) must implement a HIT model for tutoring to meet the assurances for that decision point. Afterschool programs can provide tutoring outside of the HIT model with funding under decision 11A, 11B, and 11C, Option B.

54. Is it allowable to use third-party tutoring companies for the HIT programs or will grantees run the programs in-house? If a program is run in-house, could it employ paraprofessionals?

Grantees may choose to use third-party vendors and/or existing staff for tutoring. Regardless of whether tutors are procured or paid staff, grantees that receive priority for applying for 'Decision 11C Option A' must use at least one of the three platforms identified by TEA as high-quality TEKS-aligned tutoring supports (Zearn, BookNook, and Amplify mCLASS Intervention). Additionally, grantees are responsible for completing all aspects of the planning process as outlined in the Decision 11 assurances, regardless of use of third-party vendors.

55. There are assurances about "qualified" tutors and employees in the afterschool program. Can you provide clarity about what it means to be qualified?

Instructors providing tutoring or delivering HQIM during the academic portion of the afterschool program are required to attend all professional learning and trainings associated with the instructional materials they are delivering.

56. How much time should I allot for training for tutors?

Tutor trainings are provided in combination from the publishers and ESCs. In order to start tutoring, 3-6 hours of training are required, depending on the product. Ongoing training is provided, and differs by product.

57. Can afterschool programs use online tutors?

Yes, but the preference is to use in-person tutors whenever possible. Amplify mClass Intervention and BookNook are both built with the capability to facilitate the use of virtual tutors. If used, virtual tutors may be paid under 11C.

58. Is online tutoring allowed for students required to isolate due to COVID?

If virtual tutoring is provided to a student while they are out due to a temporary medical condition such as testing positive for COVID-19, the tutoring time will count toward a student’s accelerated learning requirement for HB 4545. However, since a student staying home is not able to partake in the full afterschool program, tutoring alone would not count for their attendance at the afterschool program.

59. Can TEA provide an example of what a sample afterschool program schedule may look like?

A sample activity schedule could look something like this. Tutoring pull-outs can consist of any number of tutors as needed to meet the HIT ratio of 1:3.

Activity	Duration	Students	Ratio
Hour 1			
Sign-in and Snack/Mealtime	Up to 30 min	All	1:15
Homework Help (HH)	After meal until finished	Need-based	1:15
Wellness	15 minutes	All not in HH or HIT	1:15
HIT Tutoring Pull-outs (1 session)	After meal for 30 min	Need-based group	1:3
Hour 2			
Academic Instruction	45 min	Group 1	1:15
Enrichment	45 min	Group 2	1:15
Enrichment	45 min	Group 3	1:15
HIT Tutoring Pull-outs (2 sessions 30 min each)	60 min	Need-based group	1:3
Hour 3			
Enrichment Activity	45 min	Group 1	1:15
Enrichment Activity	45 min	Group 2	1:15
Enrichment Activity	45 min	Group 3	1:15
HIT Tutoring Pull-outs (2 sessions 30 min each)	60 min	Need-based group	1:3
Sign-out	15 min	All	1:15

60. Would all students in after-school need to be in HIT -- or could only a subset of after-school students be in HIT?

An awardee may implement HIT with a subset of students. When completing the application for support 11C, Option A, applicants should indicate the number of students anticipated specifically for HIT.

61. Do we have to serve the same students for the duration of the HIT program?

The student group participating in HIT should be consistent. Consider aligning HIT with students required to participate in accelerated instruction under HB 4545.

62. Will tutoring reimbursements be done through a draw down?

All grant funds will be awarded through the regular grant processes with awardees reporting expenditures for reimbursement using [TEA’s Expenditure Reporting System](#).

63. For support 11C Option A, is the \$200,000 maximum for awardees for Decision 6 for all three years or only one year?

The \$200,000 maximum is for all three years.

64. Do tutors have to be certified teachers?

No, tutors do not need to be certified teachers.

65. Are grantees allowed to utilize paraprofessionals as tutors for HIT and instructors for HQIM?

Awardees can employ any instructors as long as the selected product(s) are used with fidelity to dosage and instructor professional development requirements.

66. Does a program need to use the suggested HQIM for the full academic hour in order to be eligible for 11C option B funds?

No. A program needs to use the suggested HQIM under 11C Option B to its full daily usage recommendations and may use other academic materials to fulfill the one hour requirement.

67. Are the High-Quality Instructional Materials strictly on online platforms? Are the instructional materials all computerized?

The HQIM approved for Afterschool are majority online. Some platforms such as Zearn have optional printed supplements, but those are at an additional cost.

68. If we apply for Decision 11C Option B (applicants not taking part in HIT, but hoping to use HQIM), can we only use the HQIM listed, or can we use the funding for additional programs as well?

Applicants who receive funding through 11C Option B only receive funds for professional learning associated with HQIM. Applicants receiving 11C Option B supports also receive licenses for the approved HQIM product(s) themselves. The direct grant funding for this option may only be used for approved professional learning vendors aligned to HQIM products.

69. Will the list of approved HQIM vendors be expanded over time?

TEA may expand the list of approved HQIM products in the future.

70. Is the license districtwide, or is there a limit on the number of campuses/number of users?

Some licenses are by campus, and others are by student. There is no limit to the number of users for any HQIM or HIT licenses, although applicants are asked to estimate the anticipated number of campuses and/or users by product.

71. Which of the HIT approved vendors have identical materials in both English and Spanish?

All of the HIT approved vendors have supports for Emergent Bilingual learners. Zearn provides access to printable PDF materials for tutors to use during live instruction or digital educator materials available in English and Spanish. BookNook provides incorporation of scaffolds and support for Spanish speakers. Amplify mClass Intervention provides Spanish Language support to Emergent Bilinguals before lessons.

72. What if we are using approved instructional materials for afterschool through CRIMSI?

If an LEA is participating in CRIMSI, they are still eligible to participate in High Quality Afterschool in a couple of ways. The LEA may apply for funding under 11A and 11B to get support for afterschool personnel and technical assistance. They may also apply to Decision 11C Option A to receive access to tutoring supports from BookNook or Amplify mClass Intervention and Decision 11C Option B to receive additional professional learning supports.

73. In the Grantees awarded non-HIT HQIM support (Decision 11C Option B) the last bullet mentions that an "Awardee will meet all general assurances listed above". Is this referring to the General Assurances?

Yes, this is referring to the General Assurances. TCLAS: High-Quality Afterschool is focused on creating a rich afterschool program for students in which academic instruction is only one component. Those

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

74. Only Mathia is available for K-12. Is Decision 11 available for 9-12? Do you foresee additional high school materials come available for high school reading in the future?

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.
