

**Texas 21<sup>st</sup> Century Community Learning Centers  
Cycle 5 Revival Grantee Training  
Questions & Answers**

The questions below were submitted by Cycle 5 Revival attendees held in April, 2009. Responses were prepared by Texas Education Agency.

**Part I - Programming Questions**

**Section 1: Activities**

**Q1. How does TEA define “activity”?**

**A1.** *For 21<sup>st</sup> CCLC, an activity is a planned event that is a minimum of 45 minutes in length and is intended to address an identified need. Tutoring, service learning, character education, teambuilding, fine arts, etc., are good examples of activities.*

**Q2. Is Homework Help an allowable activity?**

**A2.** *Yes, Homework Help is an approved activity if it is identified as a need in the campus assessment and if it is part of a planned comprehensive program.*

**Q3. Is there flexibility with which semester and the times we operate the program?**

**A3.** *Yes; however each grantee is obligated to serve the students as written in the approved grant application. Any changes must be pre-approved and written in an amendment.*

**Q4. Is an adult/student ratio of 1:1 acceptable?**

**A4.** *Yes, but only temporarily. It is okay if, for example, several students are absent for a tutoring session and only one student attends, but adjustments will need to be made if this continues for more than a few weeks. It is not the intent of this grant to fund one on one services.*

**Q5. Do all field trips for which there are dedicated funds in the budget need to be pre-approved by TEA?**

**A5.** *No, all field trips should be listed in the approved grant application and it is not required to request permission for each trip. If however, a field trip is not listed, it is necessary to send a request for approval to James Connolly. Please plan ahead for the year and send one request rather than multiple requests during the year.*

**Q6. Do the number of activities in each of the 4 component areas need to be equal?**

**A6.** *No, the ideal program is balanced in each of the areas (academic assistance, enrichment, family and parental support services, and college/workforce readiness), however, this does not mean that there has to be equal activities in each area. Check the needs statement in the approved grant application to be sure each area is sufficiently covered by the program offerings.*

**Q7. Is there a required number of program days for each semester?**

**A7.** *No, it is up to the grantee to determine this need based on the campus needs assessment and after thorough discussion and collaboration with school day officials, students and parents. Every grantee is obligated to serve students for the number of days stated in the grant application. TEA sets the start date, usually one month after the start of school.*

## **Section 2: Program Management and Planning**

**Q8. Is it allowable to move programming hours on Saturday to another time during the week?**

**A8.** *A request like this is not likely to be approved unless there was an extenuating circumstance. Grants are awarded through a competitive process based on the information provided in an application. Therefore, changes to the scope of a program would not be allowed.*

**Q9. Are only certified teachers qualified to be site coordinators?**

**A9.** *No. This is a district decision as well as what is written in the approved grant application.*

**Q10. Is it required that programming time lost due to an unplanned site/center closure, has to be made up? What is the process for selecting a replacement campus to continue the program?**

**A10.** *Yes, program days have to be made up to equal the number of days that were written in the grant application. Additionally, program hours cannot be substituted to make up program days missed. For example: 8 hours cannot be added to one day in order to make up 2 days of missed programming. Changing campuses will need to be discussed with Candace Ferguson.*

**Q11. What is the purpose of an adjunct site?**

**A11.** *An adjunct site is a site that offers an approved service/activity not available on a campus. Examples of adjunct sites include: a golf course, local YMCA for swimming (if no pool at school), museums, community gardens, etc.*

**Q12. How can an adjunct site be added to the grant?**

**A12.** *Adjunct sites should be added during the continuation application process however, if an adjunct site needs to be added sooner, an explanation will need to be sent to James Connolly; and additions will occur in the activity section of the continuation application or in an amendment.*

**Q13. Can partners listed in the original approved application be replaced with another partner?**

**A13.** *Yes, changes need to be included in the continuation application. If changes need to be made in between continuation applications, send James Connolly the necessary information about the new partner.*

**Q14. Are program evaluators required to be external or not a district/CBO employee?**

**A14.** *No; however evaluators must remain independent and objective while carrying out the evaluation. Internal evaluation is allowable if conducted by staff not directly participating in the program.*

**Q15. Is transportation for students required from the center to home?**

**A15.** *No; Grantees are not required to provide transportation to the student's home, but must provide transportation back to the student's home campus if the program is on a feeder campus or adjunct site.*

### **Section 3: Program Support**

**Q16. Can there be one After-school task force for a larger geographical area versus each grantee creating and managing their own task force?**

**A16.** *Yes, this is a good way to build capacity if there is another task force that has similar goals. Each grantee needs to ensure their goals are represented in the task force to support their program needs.*

**Q17. Are there any set times for the After-school Task Force to meet?**

**A17.** *No, but it is recommended that the After-school Task Force meets as often as needed to fulfill the requirements of the grant timelines, needs, goals, etc. (Ex: task force may need to meet monthly initially, and/ or during the development of the strategic plan, but then may only need to meet quarterly)*

**Q18. When should the After-school Task Force be started?**

**A18.** *The members of the After-school Task Force should be identified during the grant application process; and upon notification of grant award, the task force should convene as soon as possible to discuss next steps.*

**Q19. Is there a good sample or template for a strategic plan available?**

**A19.** *Not at this time; however, in depth, hands-on training will be provided during the annual summer conference in August.*

**Q20. Is a separate strategic plan required for a non-profit group who already has a strategic plan for their program, which includes the 21<sup>st</sup> CCLC program?**

**A20.** *No; however the 21<sup>st</sup> CCLC program must be a subcomponent with allocated resources integrated throughout the strategic plan and the key components required in the RFA must be addressed and specific to the 21<sup>st</sup> CCLC program.*

**Q21. When and to whom is the strategic plan due?**

**A21.** *The strategic plan is due with the continuation application on May 21, 2009; and the annual operation plan will be required each year with the continuation application.*

**Q22. What is the purpose of the Center Service Delivery Plan?**

**A22.** *The Center Service Delivery Plan, located in Appendix 3 in the Cycle 5 RFA, is a well-organized, thorough guide, designed to provide a template that covers all essential elements on a campus including the needs assessment, activity planning guide, etc, which are essential when designing a well balanced program.*

### **Section 4: Program Sustainability**

**Q23. Please explain why a program coordinator cannot write for additional grants, as this would help with sustaining the program.**

**A23.** *According to federal regulations (OMB Circular, US Department of Education non-regulatory guidance), no person can write grants while working for the 21<sup>st</sup> CCLC program, however, a person can perform other duties as assigned by their principal or administrator when not being paid with 21<sup>st</sup> CCLC funds.*

**Q24. Can the program coordinator be assigned as a full time employee but their pay be 90% from 21<sup>st</sup> CCLC funds and 10% from local funds which would allow them to work on additional fundraising.**

**A24.** Yes, however the Program Coordinator must be a full time employee performing duties related to 21<sup>st</sup> CCLC regardless of the funding source used. Local funds may be used to pay for a portion of their time; however, the Program Coordinator must devote 100% of their time to the 21<sup>st</sup> CCLC grant.

#### **Section 4: Adult Programming**

**Q25. What programming can be offered during the day? Can they count towards total hours of program?**

**A25.** No, parent or adult family activities cannot count towards total hours of programming offered per week. However, adult family activities and programming for pre-kindergarten students may be offered during the day.

**Q26. Can we purchase meals for our family activities/classes?**

**A26.** No. According to the OMB regulations meals are not an allowable expense. The definition of a meal is three components that would include, for example, a main entrée such as pizza, a salad or vegetable and a drink.

**Q27. Is there a TEA guide or list of allowable nutritional snacks?**

**A27.** No, TEA does not have a specific list but the U.S. Department of Agriculture has a specific list which will be posted on the 21<sup>st</sup> website.

#### **Section 5: Program Promotion**

**Q28. Will Edvance provide billboards as a marketing tool?**

**A28.** At the current time, Edvance Research, Inc. does not provide billboards as a marketing tool to the Grantees. We are in the process of conducting interviews with Grantees in the field to determine the needs and types of outreach materials that are successful in marketing the Texas 21<sup>st</sup> CCLC after-school programs. A current list of outreach materials is located on the Texas 21<sup>st</sup> Afterschool website at <http://www.texasace21.org/content/outreach-0>. TEA and Edvance Research, Inc. will launch a new outreach portfolio at our upcoming Annual Conference on August 4-5, 2009, along with training on how to use the portfolio to inspire and engage community members to partner with you.

**Q29. What print items can be provided at no cost to sites?**

**A29.** A current list of outreach materials is located on the Texas 21<sup>st</sup> Afterschool website at <http://www.texasace21.org/content/ace-outreach-electronic-materials>.

**Q30. Are there any materials available right now? Is there a website where they can be viewed?**

**A30.** A current list of outreach materials is located on the Texas 21<sup>st</sup> Afterschool website at <http://www.texasace21.org/content/outreach-0>.

## Part II - Fiscal Questions

- Q31. Can we pay to transport parents for family event/activity? i.e. learning trip**  
**A31.** *Yes. The trip must be educational in scope, written into the approved grant application, and connected to the curriculum of the class/activity.*
- Q32. Can we add more sites for next year?**  
**A32.** *No. This is a competitive grant and each district/school was awarded this grant based on the information provided in the application, therefore major changes such as sites selection, addition or deletion, cannot be made.*
- Q33. Will additional funds be available to add more sites?**  
**A33.** *No.*
- Q34. Can the monies for a dismissed partner be moved to payroll?**  
**A34.** *Yes, but an amendment and budget narrative will need to be submitted to explain the changes.*
- Q35. Can site managers be given a pay raise? If so, what is the protocol?**  
**A35.** *Yes. This is a district decision and an amendment and budget narrative will need to be submitted to explain the changes.*
- Q36. The application states that t-shirts for promotional items are not allowed. What about t-shirts for identifying purposes (staff and students)?**  
**A36.** *No. T-shirts are not an allowable expense.*
- Q37. Is there a limit to the money we can spend on incentives? Provide examples of acceptable incentives.**  
**A37.** *Yes. The guidelines are \$5.00 or less/student. Examples include: pencils, pens, certificates, etc. Programs can accept donations to provide program incentives; however the strength of the program should be the greatest incentive.*
- Q38. Do we have to report all donations?**  
**A38.** *No, just those considered as donations to the program not donations to individual students enrolled in the program.*
- Q39. Q. If the 21<sup>st</sup> CCLC newsletter is created by a volunteer or a member of staff during time not paid for by grant funds can we solicit donations or money contributions through the newsletter?**  
**A.** *Yes. However, if the newsletter is to be printed using equipment and/or materials paid for using grant funds then the request for donations can only make up a small part of the newsletter. Further, if the majority of the newsletter is used as a basis for soliciting donations then this would be considered organized fundraising, and would not be allowable.*
- Q40. If each center in a grant is budgeted \$125,000, is it allowable for one site to spend \$120,000 and another spend \$130,000?**  
**A40.** *No, the money budgeted and awarded per center must only be spent at that center.*

### Part III: Data Questions

**Q41. What are the criteria for regular student attendance?**

*A41. In order to count a student as a regular student, the student must attend at least 30 days during the year (fall, spring and summer).*

**Q42. How do we measure teacher reported improvement in behavior?**

*A42. If a tool was not already developed based upon the community needs assessment, then the 21<sup>st</sup> CCLC Tracking System has a Teacher Survey Tool available.*

**Q43. Can students be counted in program attendance if they attend school required tutoring and also attend the 21<sup>st</sup> CCLC program on the same day?**

*A43. Yes, as long as they are enrolled in the 21<sup>st</sup> CCLC program, students can be counted by each service provider offering classes/activities.*

**Q44. If a student is taking credit recovery to pass to the next grade level, how are they reported in the spring when results are not available until after spring report is due. Are they to be reported as retained even though they might pass?**

*A44. Yes. Please see Q58 and report these students using this same process.*

**Q45. What are examples of acceptable and successful parent programs/activities that can be reported in the tracking system?**

*A45. Examples of acceptable adult family programming include: ESL classes, GED classes, technology classes, citizenship classes, parenting classes, "Parent University", speaker series on available community services, budgeting and finance classes, health, fitness, beauty and fashion classes for moms, sewing/arts and crafts classes, mother/daughter and father/son family nights, and genealogy classes.*

**Q46. Can 8 hours of programming equal 2 days of programming?**

*A46. No. TEA reports days not hours to the US Department of Education, therefore 8 hours of programming does not equal 2 days.*

**Q47. Are pre/post tests required for all 21<sup>st</sup> CCLC tutoring? Can we use grades to measure student progress?**

*A47. Yes pre/post tests are required to measure the success of tutoring. Grades can be used to measure student progress but the grades measured should be reflective of the type of tutoring the student receives (ex: if a student needs Math tutoring, their math grade at two points throughout the year should be used as the appropriate measure).*

**Q48. Is the required frequency for pre/post testing term based or annual?**

*A48. It's the Grantee's decision, but should be at two points of time within the year.*

**Q49. If a student attends 1<sup>st</sup> hour of tutoring, but is picked up at 4:45pm before the program ends, will he count for the day?**

*A49. Yes.*

**Q50. Will this hurt the 80% target measure?**

*A50. No. The Performance Measure reads, “The percent that attended no less than 80% of 21<sup>st</sup> CCLC calendar program days during the fall, spring, and summer.” Additionally, this measure is no longer in place. It is up to the grantee to determine their attendance target measure and ensure there is adequate documentation that supports this measure.*

**Q51. What happens if we do not get 100 students enrolled?**

*A51. A minimum of 100 students must be served at each center. See RFA Part 2 Program Requirements – Eligible Participants p. 6. There are several factors to be considered, however TEA expects that grantees will ensure they are requesting appropriate training and technical assistance to ensure they are in compliance with this requirement. Consequences could include (but are not limited to) a Program Improvement Plan, possible reduction in funding, and/ or non-renewal during continuation.*

**Q52. If a middle school student is promoted to high school, is that high school student unduplicated?**

*A52. Yes. They’ve never attended 21<sup>st</sup> CCLC program at the new high school.*

**Q53. What do Grantees need to analyze and review before submitting data?**

*A53. All 21<sup>st</sup> CCLC Tracking System Exception Reports, Primary Contact information, and Activity Tracking >Batch Update screen to ensure the correct frequency of all activities (both student and family). TEA has a tool developed for this purpose and training will be conducted soon via a webinar on how to adequately review data.*

**Q54. If a non-21<sup>st</sup> CCLC school temporarily hosts a 21<sup>st</sup> CCLC school during the summer because of construction, does the non-21<sup>st</sup> CCLC school get to participate in program and do their students count as 21<sup>st</sup> CCLC?**

*A54. Depending on the circumstances, students from a non-21<sup>st</sup> CCLC school that temporarily hosts a 21<sup>st</sup> CCLC school during the summer (due to construction/remodeling, etc.) could participate and be counted as 21<sup>st</sup> CCLC students. However, the non-21<sup>st</sup> CCLC School would have to be added as a feeder school through an amendment or during the continuation application process and it would remain a formal feeder school throughout the entire cycle of the 5-year grant. Once TEA receives and approves the formal amendment, the school cannot be removed. The grantee would have to ensure sufficient funds were budgeted to serving these additional students (ex: transportation, supplies, etc) and would be responsible for all tracking and reporting requirements.*

**Q55. Do ESL classes count toward parent meetings?**

*A55. ESL classes for adults, if on-going, is a countable activity, but cannot replace parent meetings about the 21<sup>st</sup> CCLC program. It is acceptable to combine a 21<sup>st</sup> parent meeting with other campus events that include parents.*

**Q56. Can one-time events for adult family members count as on-going?**

*A56. No, by definition, one-time events do not count as on-going, but they certainly can be included as an extension of family activities.*

**Q57. What is a very clear definition of “program year” related to each tool and report. For example: 21<sup>st</sup> CCLC Tracking = summer, fall, spring; Year-end report = fall, spring, summer; Budget = fall, spring, summer; Continuation = fall, spring, and summer. Please provide some guidance.**

*A57. As stated above, the 21<sup>st</sup> CCLC Tracking System term always begins with Summer, Fall, Spring because the federal data tracking system known as PPICS requires that format. While Texas schools operate Fall, Spring, and Summer, grantee reporting varies depending on the NOGA period, which may align with the school year, but not always.*

**Q58. If the 21<sup>st</sup> CCLC Center serves kindergarten through sixth grade, can pre-kindergarten students, who will attend the center in the fall as kindergarten students, attend summer school being held during the month of June, 2009?**

*A58. Yes; please ensure you follow the guidelines stated below when reporting them in the 21<sup>st</sup> CCLC Tracking System.*

- 1. Summer is the first term in all federal reporting.*
- 2. Enter student in the grade level they were promoted to at the end of the spring term and the campus where the child will be enrolled in the fall. For example, if a student is in Pre-K during the Spring term and is promoted to Kindergarten at the end of the school year, enter that student as a Kindergartener beginning in the summer term and put that student at the school they will be enrolled in the fall.*
- 3. If the school the student will be enrolled in is not a 21<sup>st</sup> CCLC school (not in the 21<sup>st</sup> CCLC grant), the new school will not be in the dropdown list. IF YOU ARE SERVING THIS STUDENT IN THE SUMMER, THEN YOU MUST COUNT THEM FOR THE SUMMER TERM. You will need to enter the student in the grade that they were promoted to in the spring and then assign them to the campus they attended in the summer.*
- 4. If the student was not or will not be promoted until the fall term, you will assign that student to their current grade level and current school for the summer term.*
- 5. This process will eliminate many of the problems in tracking returned students.*