

Department of Education

FY27 Extended Learning Program Manual

21st Community Learning Centers (21st CCLC) and Lottery for Education Afterschool Programs (LEAPs) | August 2026

TN Department of Education

© Tennessee Department of Education

Table of Contents

FY27 Extended Learning Program Manual 1
Purpose of This Manual 5
General Information 5
Background of Extended Learning Grants 5
21st CCLC and LEAPs at a Glance 6
Grant Award Process and Renewability 7
Compliance with the Approved Application 8
Changes to the Approved Application 9
Multiple Grant Awards within a Single Organization 9
Noncompliance and Termination for Just Cause 10
Target Population 10
Program Days and Hours of Operation 11
Student Eligibility Criteria 12
Student Recruitment and Retention 13
Student Participation: Regular Attendee Target 13
Staff Recruitment and Retention 15
Child Care Guidelines 17
Expanded Learning Time 188
Program Components 18
Grant Programming 18
Allowable Activities 19
Alignment with the School Day 20
Program Balance and Quality 20
Transportation 21
Nutritional Programs and Physical Activity 21
Students with Special Needs 22

Private School Students (21st CCLC Only) 22
Family Engagement 23
Professional Development/Staff Development 24
Emergency Response Plan and Saftey Drills 26
Collaboration and Partnerships 27
Program Communication 28
Technology 29
Insurance Requirements 29
Sub-contracting 30
Program Performance and Compliance 31
Principles of Effectiveness 31
Performance Goals and Indicators 31
Evaluation and Monitoring 35
Data Collection 35
Local Evaluation 36
Monitoring 37
Announced Monitoring 37
Unannounced Monitoring 39
Desktop Monitoring 40
Fiscal Management 40
General Considerations 40
Program Income and Fees 41
Allowable Costs 42
Supplement not Supplant 43
Per Student Allocation 43
Salaries/Wages 44
Professional Development 45

Capital Purchases 45
Indirect Costs 45
Reimbursement Requests 46
ePlan Budget 46
Inventory/Records Management 48
Grant End of Year/Close-out Process 49
Additional Resources 50
Appendix A: Parent/Guardian Consent to Participate in Student Survey 51
Appendix B: Extended Learning Statement of Collaboration and Partnership 52
Appendix C: Sample Memorandum of Agreements 52
Appendix C: Sample Memorandum of Agreements 53
Appendix F: Sample Job Descriptions Page 1 73
Appendix F: Sample Job Descriptions Page 2 74
Appendix G: Budget Crosswalk 75

Purpose of This Manual

This manual is intended to provide guidance to organizations awarded Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) and Lottery for Education Afterschool Programs (LEAPs) grants. It outlines programmatic, fiscal, reporting, and compliance requirements that grantees must follow throughout the grant period. The manual is designed to support consistent implementation of high-quality extended learning programs and should be used in conjunction with the approved grant application, grant award documents, and applicable federal and state laws, rules, and regulations.

General Information

Background of Extended Learning Grants

Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)

The 21st CCLC program provides federal funding to establish or expand community learning centers. These centers provide students with opportunities for academic enrichment, youth development, and family support during non-school hours or during periods when school is not in session. Originally funded by direct grants from the U.S. Department of Education (ED), responsibility for the administration of this program was transferred to state education agencies under the Elementary and Secondary Education Act (formerly No Child Left Behind Act of 2001). Current guidelines for the administration of the 21st CCLC grant can be found under Title IV, Part B of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA).

The purposes of the 21st CCLC program are to:

1. provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet State and local student performance standards in core academic subjects such as reading and mathematics;

2. offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
3. offer families of students served by community learning centers opportunities for literacy and related educational development.[1]

Lottery for Education Afterschool Programs (LEAPs)

In November 2002, Tennesseans voted to create a state lottery. The General Assembly established that profits from the lottery be used for specific educational programs: college scholarships, early childhood programs, and afterschool programs.

In accordance with state law, one hundred percent (100%) of monies constituting an unclaimed prize shall be deposited into an afterschool account to administer a system of competitive grants and technical assistance for eligible organizations providing afterschool educational programs within Tennessee. The Tennessee Department of Education (department) is responsible for implementing the competitive grant process and for oversight of these funds.[2]

The overall goal of LEAPs is to provide Tennessee students with enrichment opportunities that reinforce and complement the regular academic program.

21st CCLC and LEAPs At-a-Glance

21st CCLC and LEAPs grants support high-quality out-of-school-time programming that provides academic support, enrichment opportunities, and youth development services. While the programs share many common requirements, there are several important differences related to funding sources, eligibility, operating requirements, and reporting expectations.

The chart below provides a high-level overview of key differences between the two grant programs. Additional requirements are described throughout this manual.

---

[1] ESSA § 4201, 20 U.S.C. § 7171
[2] Tenn. Code Ann. § 49-6-702

	21st CCLC	LEAPs
Eligible Grades	Grades PreK–12	Grades K-12
State or Federal Funds	Federal	State
Eligible Entities	Local education agencies (LEAs), community-based organizations (CBOs), faith-based organizations, and other public or private organizations	Local education agencies (LEAs), community-based organizations (CBOs), faith-based organizations, and other public or private organizations
Reporting Requirements[3]	• ELAP • Other state reports • Local evaluation • 21st Annual Performance Report (APR)	• ELAP • Other state reports • Local evaluation
Hours Open Requirement	Grades pre-K–5: 12+ hours per week Grades 6-12: 10+ hours per week	15+ hours per week
Days Open Requirement	Minimum of 120 days between the months of August and May	Minimum of 160 days between the months of August and May
NOTE: The minimum number of days open does not include days with morning-only programming or summer programming.		

Grant Award Process and Renewability

Both 21st CCLC and LEAPs grants are awarded through a competitive grant process using independent peer reviewers to score applications. 21st CCLC grants are awarded for a five-year project period, while LEAPs grants are awarded for a three-year project period.

Grant awards range from a minimum of $50,000 to a maximum of $500,000 per project. Matching funds is not required.

[3] More information about required reporting is provided in later sections of this document.

Continued funding throughout the grant period is contingent upon the availability of funds and the grantee's successful implementation of the program.

IMPORTANT: *Grantees that do not serve the expected number of students, fail to meet program requirements such as Data Quality Checks and Local Evaluation, or do not demonstrate significant progress toward performance goals will receive a reduction in funding or lose funding altogether.*

Both 21st CCLC and LEAPs grants are non-renewable. At the conclusion of the grant period, grantees must submit a new application through the competitive grant process to be considered for future funding.

Compliance with the Approved Application

Grant awards are approved by the Tennessee Department of Education (department) through ePlan. Unless otherwise approved by the department, the grant period aligns with the federal fiscal year, **July 1** through **June 30**.

Upon approval, grantees are expected to implement their 21st CCLC or LEAPs program as described in the approved initial application. The initial application serves as the foundation for program operations and reflects the project that was reviewed and selected for funding through the competitive grant process. Grantees should ensure that key personnel, including site coordinators, program staff, and school administrators, are familiar with the approved application, program goals, objectives, performance measures, and planned activities.

Programs may operate only at the sites identified in the approved application. A new site may be added only as a replacement for a school site that has been closed by the local education agency (LEA). If a site closes and a replacement site is not approved, funds allocated for that site must be returned to the state. This requirement helps maintain the integrity and fairness of the competitive grant process.

All program services, activities, and expenditures must align with the approved application and support the program's approved goals and objectives. While the department reviews and approves grant applications and budgets, grantees are ultimately responsible for ensuring that all expenditures comply with applicable

federal, state, and departmental requirements. Approval of an application or budget does not constitute approval of expenditures that are later deemed unallowable.

Changes to the Approved Application

Programmatic changes to the approved initial application, including but not limited to changes in hours of operation, program sites, grade levels served, target populations, or other significant aspects of program design, must be submitted to the Extended Learning Grant Manager and receive written approval before any changes are implemented.

Budget revisions must be submitted through ePlan and approved by the department prior to implementation.

Failure to obtain required approvals prior to implementing changes may result in findings of noncompliance or repayment of funds.

Multiple Grant Awards within a Single Organization

During the grant cycle, grantees may have opportunities to apply for additional 21st CCLC or LEAPs funding to support new projects. LEAPs grantees may apply for 21st CCLC funding, and 21st CCLC grantees may apply for additional 21st CCLC grants and/or LEAPs funding, provided all eligibility requirements are met; however, a single building or site may not be served by more than one grant-funded extended learning program. As a result, a building served through a 21st CCLC grant is ineligible to receive services through a LEAPs grant or another 21st CCLC grant, and vice versa. Each grant must operate at a separate approved site and serve a distinct program population as described in the approved application. Grantees may not use multiple grant awards to operate separate grant-funded programs within the same building. If an organization is awarded multiple grants, each grant must be implemented at a different approved location.

Any exception to this requirement must receive prior written approval from the department.

Noncompliance and Termination for Just Cause

Failure to implement the program in accordance with the approved initial application, comply with applicable grant requirements, or demonstrate appropriate stewardship of grant funds may result in corrective action, funding reductions, or grant termination.

The department may terminate a grant at any time for just cause. Reasons for termination may include, but are not limited to, noncompliance with grant requirements, failure to meet program milestones, mismanagement of funds, or the submission of false or misleading information.

Organizations whose grants are terminated for just cause will be ineligible to apply for extended learning funding for a period of five (5) years from the date of termination.

Target Population

Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)

21st CCLC programs are intended to serve pre-K-12 grade students who attend high-poverty schools and who may benefit most from additional academic and enrichment opportunities during out-of-school time. Programs must primarily serve students attending schools that are eligible to operate a Title I schoolwide program, meaning at least **40 percent** of enrolled students are identified as economically disadvantaged.

Priority for participation should be given to students who:

- Are at risk of academic failure;
- Need additional academic support to meet state academic standards;
- Are at risk of dropping out of school;
- May be involved in, or vulnerable to, delinquent or criminal activities;
- Lack access to positive adult role models, enrichment opportunities, or other support systems; and

- Attend schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), when applicable.

Lottery for Education Afterschool Programs (LEAPs)

LEAPs programs serve youth ages 5-18 who are enrolled in an elementary (K-5) or middle/high school (6-12). Programs should provide academic support, enrichment opportunities, and youth development services designed to address the needs identified in the local community.

At least **50 percent** of enrolled students must meet one or more of the following criteria, with priority given to programs serving populations in which 80 percent or more of enrolled students meet one or more of these criteria:

- Qualify for free or reduced-price meals;
- Be at risk of educational disadvantage or academic failure due to circumstances such as abuse, neglect, or disability;
- Be at risk of entering state custody due to family dysfunction;
- Attend a public school identified as failing to make adequate yearly progress;
- Attend a public school, including a public charter school, through a parent-choice option instead of a school identified as failing to make adequate yearly progress; or
- Be at risk of failing one or more academic subjects or be performing at least one year below grade level.

Recruitment and enrollment practices should align with the target population identified in the approved grant application and supported by the community needs assessment.

Program Days and Hours of Operation

The program year runs from **July 1** through **June 30**. **All programs must provide services in a manner consistent with the state childcare guidelines.**[4] Programs must operate according to the schedule approved in the grant application. Any

[4] SBE Rule 0520-12-01 (2023). Web.

changes to the approved days or hours of operation require prior written approval from the Extended Learning Grant Manager.

Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)

21st CCLC programs must provide services during the school year for a minimum of 120 program days between **August** and **May**. **Morning-only and summer programming may be offered but do not count towards the minimum required days of operation.**

21st CCLC Programs must operate at least:

- 12 hours minimum per week for students in grades pre-K-5; or
- 10 hours minimum per week for students in grades 6-12.

Lottery for Education Afterschool Programs (LEAPs)

LEAPs programs must provide services during the school year for a **minimum of 160 program** days between August and May. **Morning-only and summer programming may be offered but do not count towards the minimum required days of operation.**

LEAPs programs must operate a minimum of:

- 15 hours per week for students in grades K-12.

IMPORTANT: *All programs (21st CCLC and LEAPs) must be fully operational and serving students from* ***Sept.1 until May*** *of each school year. Programs can start prior to Sept.1 but cannot end earlier than May. Programs that are unable to meet these timelines must notify the Extended Learning Grant Manager immediately and may be required to submit a corrective action plan.*

Student Eligibility Criteria

Each grantee must establish and maintain written student eligibility criteria that clearly defines the students the program intends to serve. The criteria must be aligned with grant eligibility criteria and be based on the needs identified in the approved initial application and may include factors such as academic performance, attendance, behavior, economically disadvantage status, social-emotional needs, risk factors, or other indicators of need.

Student Recruitment and Retention

Developing a positive program culture is vital to student success and overall program quality. Programs should implement intentional practices that promote positive relationships among staff, students, and families, creating a welcoming and engaging environment that encourages regular attendance, participation, and retention.

Student recruitment, selection, and enrollment procedures must be documented and implemented consistently in accordance with the program's written student eligibility criteria. Grantees must maintain documentation demonstrating that participating students meet established eligibility requirements and align with the program's intended target population.[5]

Grantees must ensure that the majority of students served through the grant align with the target population identified in the approved application and the program's written student eligibility criteria. Recruitment, enrollment, attendance, and participation data should demonstrate that program services are reaching the students for whom the program was designed.

Programs must regularly monitor attendance and participation data and implement strategies to engage and retain students whose attendance or participation begins to decline.

Student Participation: Regular Attendee Target

Grantees must serve, at a minimum, the expected number of regular attendees based on their annual grant allocation. The required number of regular attendees is determined using the per student allocation.

The targeted participation goal for regular attendees can be calculated by utilizing the following formula:

- Total grant allocation ÷ per student allocation=Required Number of Regular Attendees

[5] Students must meet the eligibility guidelines mentioned in the eligibility section of this document.

The per-student allocation varies depending on the applicable grant, cohort, and transportation status, as outlined in the chart below:

Funding Source	Per-student Allocation With Transportation	Per-student Allocation Without Transportation
21st CCLC Cohort 22	$1,500	$1,350
21st CCLC Cohort 23	$1,750	$1,500
21st CCLC Cohort 24	$1,250	$1,250
LEAPS-All	$2,000	$2,000

To meet regular attendee targets, best practice is for a grantee to enroll more students than the minimum required, as not all enrolled students will attend consistently throughout the year.

For reporting purposes, a **regular attendee** is a student who participates for:

- **90 hours or more annually** in elementary programs (pre-K-5); or
- **45 hours or more annually** in middle/high school programs (Grades 6-12).

Programs must regularly monitor attendance data. If participation falls below expected levels, the grantee must notify the department as soon as possible and provide an explanation of the circumstances, along with any corrective actions being implemented to improve recruitment, attendance, and retention.

Programs that fail to serve the expected number of regular attendees are subject to a corrective action plan, funding reductions in the following program year, increased monitoring, or grant termination. Continued failure to meet participation targets may also negatively impact the organization's competitiveness in future grant competitions.

IMPORTANT: *During grant reapplication years, regular attendee data will be pulled from TN-ELAP as of* ***May 31*** *to determine whether the program met its required regular attendee target. This information will be considered as part of the grant review process and will impact future funding decisions.*

Staff Recruitment and Retention

The recruitment and retention of qualified staff are essential to the success of extended learning programs. Grantees should establish clear hiring procedures and job descriptions that align with program needs, grant requirements, and applicable state childcare regulations. Key staff positions may include, but are not limited to, the Project Director, Site Coordinator, Teacher/Tutor, Teacher Assistant, and Enrichment Provider.

Programs must maintain the following maximum staff-to-student ratios during program operations at each extended learning center:

Age	Adult/Child Ratio*
Elementary (PreK-5)	1:20
Middle/High (6-12)	1:30

*Ratios double for field trips.

Each grantee must designate a **Project Director** who is responsible for the overall administration and oversight of the grant. The Project Director oversees all program sites operated under the grant and is responsible for program implementation, fiscal management, compliance, reporting, monitoring, and communication with the department.

Best Practice: *The Project Director should have sufficient time and capacity to effectively oversee program operations, staff, fiscal management, compliance requirements, reporting, and continuous improvement efforts. While district and school-level administrators may serve in this role, it is generally recommended that the Project Director not hold a position with significant competing responsibilities that could limit their ability to effectively manage the extended learning grant.*

In addition, each program site must have a **Site Coordinator** who is responsible for the day-to-day management and operation of a program site/center. Site Coordinators oversee program staff, students, daily activities, attendance, safety procedures, family engagement, and site-level compliance with grant requirements.

Project Directors and Site Coordinators must:

- Be at least **21 years of age**;
- Possess a minimum of a **high school diploma**;
- Have at least **four years of experience working with school-age students**;
- Complete a minimum of **18 hours of professional development annually**;
- Comply with all applicable background checks; and
- Ensure that a qualified individual is designated to serve as acting director when they are absent.

All other staff including teachers, tutors, teacher assistants, and enrichment providers must:

- Be at least **18 years of age**;
- Meet any qualifications required by the employing agency for the position held;
- Complete a minimum of **12 hours of professional development annually**; and
- Comply with all applicable background checks.

High school students,16 years or older, may work in extended learning as a student assistant. However, they:

- Must be enrolled in a work-based learning program
- Must complete at least two (2) courses in a program of study that falls under the education and training career cluster
- May be paid with grant funds;
- May **not be left alone with students**;
- Must remain under the supervision of an adult staff member at all times;
- May **not be counted as staff** when calculating required staff-to-student ratios; and
- May **not be counted as program participants** while serving in a paid program role.

Grantees should maintain documentation demonstrating that all staff meet applicable qualification, training, and professional development requirements.

Child Care Guidelines

Employee Background Checks and Screenings

Both 21st CCLC and LEAPs grantees must adhere to the state childcare rules for employee background checks and screenings outlined in the rule[6]. Grantees must ensure that any person having direct access to children or who will be in the presence of children meets background check requirements. This requirement applies to all employees, volunteers, contractors, and other individuals working with or around participating students.

Grantees must maintain written documentation verifying that all required background checks have been completed and cleared. Background checks must be renewed at least every five years and, where applicable, must comply with all Tennessee laws, including T.C.A. § 49-5-413.

IMPORTANT: *Based on federal supplement-not-supplant requirements and state background check requirements, Local Education Agencies (LEAs) may not use **21st CCLC** or **LEAPs** funds to pay for required staff background checks. Because these background checks are required under state law and regulations, using grant funds for this purpose would constitute supplanting.*

*Community-based Organizations (CBOs) that are required to obtain childcare certification (operating 15 hours or more per week) also may not use **21st CCLC** or **LEAPs** funds for required background checks, as these checks are mandated by state requirements.*

*However, a CBO that is a **21st CCLC grantee** and is exempt from childcare certification requirements may use **21st CCLC** funds for background checks if the checks are required solely by a 21st CCLC specific policy and are not otherwise required under state law or regulation.*

In all cases, grantees are responsible for ensuring that expenditures comply with applicable federal, state, and program-specific requirements, including supplement-not-supplant provisions. The department reserves the right to request additional documentation and make final determinations regarding the allowability of such costs based on the specific facts and circumstances of each request.

---

[6] SBE Rule 0520-12-01 (2023). Web.

Certificate of Approval, Early Learning Division

Under the Standards for School Administered Child Care Program SBE Rule 0520-12-01, any extended learning program operating **15 or more hours per week** is required to obtain a **Certificate of Approval** from the department's Early Learning Division. Programs requiring a Certificate of Approval may not begin operations or serve students until the Certificate of Approval has been issued.

While sites operating **fewer than 15 hours per week** are not subject to Certificate of Approval requirements, grantees are encouraged to adhere to the same childcare standards, including health and safety practices, staff supervision requirements, and operational procedures, to promote high-quality programming.

Expanded Learning Time

21st CCLC Programs may use funds to provide expanded learning programs to support enrichment and engaging academic activities that:

- are included as part of an expanded learning program that provides students with at least 300 additional program hours before, during, or after the traditional school day;
- supplement but do not supplant regular school day requirements; and
- are carried out by entities that meet the eligibility requirements.[7]

21st CCLC applicants choosing the expanded learning time option must receive approval from the department in the initial grant application.

Program Components

Grant Programming

21st CCLC and LEAPs programs are intended to provide **high-quality** out-of-school-time learning opportunities that reinforce and complement students' regular academic experiences. Programs should be designed to address identified student needs, support academic achievement, and provide meaningful enrichment opportunities that promote student growth and engagement.

---

[7] 20 U.S.C. § 7174

At a minimum, programs must support the following focus areas:

- Academic programming that improves student proficiency in reading/language arts and mathematics through the use of evidence-based or research-supported curricula, instructional strategies, and interventions;
- Enrichment programming that provides intentional, hands-on learning experiences to increase student engagement, foster creativity, and build skills in areas such as science, technology, engineering, the arts, mathematics (STEAM), career readiness, and other areas of student interest;
- Physical activity and healthy lifestyle programming that promotes student wellness; and
- Family engaging opportunities that encourage families to engage actively and meaningfully in their child's education.

Allowable Activities

21st CCLC and LEAPs funds may be used to support a variety of academic, enrichment, youth development, and family engagement activities that align with the goals and objectives identified in the approved grant application. Allowable activities may include, but are not limited to:

- Academic enrichment and tutoring;
- Well-rounded educational opportunities, including credit recovery and credit attainment;
- Literacy education;
- STEM and computer science activities;
- Career readiness and workforce development;
- Healthy lifestyles, nutrition, and physical activity;
- Arts, music, and cultural programs;
- Services and supports for students with disabilities;
- Activities for English learners;
- Technology and digital literacy education;
- Drug and violence prevention programs;
- Counseling and support services;
- Programs supporting students who are truant, suspended, or at risk of disengagement from school;
- Family engagement, family literacy, and parenting education activities; and

- Other activities that support student achievement, development, and well-being.

IMPORTANT: *According to EDGAR 34 C.F.R. § 76.532 and State law, grant funds may not be used to support religious worship, instructions, and/or proselytization or the purchase of equipment or supplies used for any of these activities[8].*

Alignment with the School Day

Extended learning programs should maintain a strong connection to the regular school day. Grantees are expected to collaborate regularly with school administrators, teachers, counselors, and other school personnel to ensure programming supports students' academic and developmental needs.

Examples of collaboration may include:

- Reviewing student academic and attendance data;
- Participating in student support meetings, such as IEPs, when appropriate;
- Coordinating interventions and enrichment opportunities;
- Aligning program activities with school improvement goals; and
- Communicating regularly with teachers regarding student progress and needs.

Grantees must maintain documentation demonstrating ongoing communication and collaboration with regular school-day staff. Acceptable documentation may include emails, meeting agendas, meeting notes, sign-in sheets, data review documentation, or other records showing coordination between extended learning staff and school-day personnel to support student success.

Program Balance and Quality

Programs must provide a balanced schedule that includes academic support, enrichment opportunities, physical activity, and family engagement. Extended learning programs are intended to complement, not replicate, the regular school day. Programming should emphasize active learning, hands-on experiences, exploration, and student engagement. While academic skills may be reinforced through program activities, worksheets and traditional classroom instruction are not appropriate methods of delivery. Instead, programs should utilize project-

[8] 34 C.F.R. § 76.532 (2004), Web.

based learning, experiential activities, collaborative learning opportunities, STEM challenges, arts integration, service learning, and other engaging approaches that foster curiosity, creativity, and a love of learning.

The sample schedule below illustrates one example of how a 21st CCLC program might structure programming to incorporate academic instruction, enrichment activities, physical activity, and family engagement throughout the week.

	Monday	Tuesday	Wednesday	Thursday	Friday
3:00-3:30	Attendance/snack	Attendance/snack	Attendance/snack	Attendance/snack	Attendance/snack
3:30-3:45	Bathroom Break	Bathroom Break	Bathroom Break	Bathroom Break	Bathroom Break
3:30-4:30	ELA Centers/ Homework	Math Centers/ Homework	ELA Centers/ Homework	Math Centers/ Homework	ELA Centers/ Homework
4:45-5:30	STEM	Physical activity	Cooking Class	Physical activity	Art

Transportation

Program sites must be established in elementary and secondary schools, or in any other location that is at least as available and accessible to students as the school they attend. All programs/sites must establish a written transportation plan for the safe transportation of participants to and from the program site, whether through bus transportation, parent pick-up, walking, or other approved methods. All programs will be expected to provide transportation services in a manner consistent with state childcare guidelines.[9]

While transportation is not required, grantees should consider transportation needs when designing and implementing programs, as access to reliable transportation can significantly impact student participation and attendance.

Nutritional Programs and Physical Activity

Federal child nutrition programs provide an important source of funding for healthy snacks and meals. Programs should consult with their school food nutrition program for assistance in providing healthy snacks for student participants.[10] Program funds may not be spent on unhealthy snacks or foods during participant or family engagement activities.

[9] SBE Rule 0520-12-01 (2023), Web.
[10] For general information, visit the U.S. Department of Agriculture (USDA) Food and Nutrition Service website here. For specific information about afterschool snacks, visit the Child and Adult Care Food Program (CACFP) website here.

Physical activity needs to be balanced with good nutrition to create a healthy learning environment. Extended learning programs can play an important role in promoting healthy lifestyles for youth. Grantees are required to include a **minimum of 60 minutes per week** of structured physical activities as part of the program design, as well as promote improved nutritional habits of program participants.[11]

Students with Special Needs

Students with disabilities who attend eligible schools are entitled to participate in 21st CCLC and LEAPs programs, and programs are expected to promote inclusive practices whenever possible.

Students may not be excluded from participation based solely on a disability or special need. Consultation with district special education staff is recommended, as materials, staffing supports, accommodations, or transportation assistance may be available based on a student's Individualized Education Program (IEP) or Section 504 Plan.

Programs should make reasonable efforts to provide accommodations and support services necessary to ensure participating students have meaningful access to program activities.

Private School Students (21st CCLC Only)

NOTE: *For more detailed information regarding 21st CCLC equitable services, see the 21st CCLC Equitable Services Questions & Answers document.*

As required under 20 U.S.C. § 7881, private nonprofit elementary and secondary schools that are located within the attendance area served by the grant may participate in 21st CCLC equitable services. A list of Tennessee non-public schools, including locations, can be found here. CBOs may reach out to the state ombudsman (Michelle.Harless@tn.gov) for assistance in identifying the appropriate private school officials with whom to consult. Consultation must occur *before* the fiscal agent makes any decision that affects the opportunity of eligible private school students and teachers to participate. Therefore, agencies must communicate with eligible private schools prior to proposal submission.

[11] U.S. Dep't. of Ag., Dietary Guidelines for Americans, 2020-2025, Web. See ideas here.

This applies to all 21st CCLC grantees – LEAs and CBOs.

If an applicant is successful in receiving a 21st CCLC grant, **it must annually**, and on an ongoing basis, consult with officials of private schools within the geographic area the program serves to determine:

1. If private school officials wish for their eligible children and educators to participate, or continue to participate;
2. If students participating in the program will change; and
3. to resolve any implementation concerns.

In other words, services must be offered to all eligible private schools annually, even if a private school declined services in the past. A sample 21st CCLC Intent to Participate form is available and may be edited to meet LEA, CBO, and private school needs. This form should be shared with all eligible private schools annually, typically in **Nov.** or **Dec.** in anticipation of the following school year. The department does not collect completed intent forms outside of the initial (i.e., competition year) grant application. **Grantees must maintain documentation of the intent to participate form for audit and monitoring purposes.**

Once a grantee has determined which private schools will participate, consultation should continue to determine what services and benefits will be made available to eligible private school students. An Affirmation of Meaningful Consultation and Final Agreement form is a document that a school district or CBO completes with participating private school officials **annually** to document the consultation process and outline the services to be delivered to private school students through the 21st CCLC program. **All grantees with participating private schools must include signed copies of the Affirmation of Meaningful Consultation and Final Agreement** form in ePlan when entering the initial budget each year. LEAs must also indicate on the private school survey (found in ePlan) if a particular school will participate in 21st CCLC services. LEAs must complete the private school survey in ePlan annually.[12]

Family Engagement

Family engagement is a critical component of high-quality extended learning programs and should be intentionally integrated throughout all aspects of program

[12] More information about the annual private school survey may be accessed here.

implementation. Programs are expected to provide meaningful, ongoing opportunities for families to engage actively in their child's education, support student achievement, and strengthen connections among families, schools, programs, and the community.

Programs must offer a minimum of **12 hours of family engagement programming annually at each site specific to extended learning**. Family engagement activities should be aligned to the needs of participating families and may include educational workshops, family literacy activities, parent education, job training, financial literacy, STEM events, health and wellness activities, and other opportunities that support student and family success.

Each program must also conduct an in-person **Extended Learning Parent Orientation** annually to familiarize families with program goals, expectations, attendance requirements, available services, and opportunities for involvement. During the orientation, programs should review key program policies and procedures, including the program schedule, attendance expectations, behavior and disciplinary policies, student supervision procedures, family engagement opportunities, and methods of communication with families. This information must be included in the family/student handbook, which should be distributed to families during the orientation or upon enrollment. Programs should maintain documentation demonstrating that families received the handbook and orientation information. The parent orientation may count toward the required 12 hours of family engagement programming.

Family engagement activities funded through the grant must be specific to the extended learning program and are intended to supplement, not replace, family engagement opportunities offered during the regular school day. General school events that are not planned, funded, or coordinated by the extended learning program may not be counted toward the required family engagement hours.

Programs should make reasonable efforts to encourage family participation through ongoing communication, flexible scheduling, and activities that reflect the interests and needs of participating families.

Professional Development/Staff Development

High-quality professional development is an essential component of effective extended learning programs. Grantees are expected to provide ongoing

professional development opportunities that support academic instruction, program quality, student engagement, safety, and extended learning best practices.

Professional development activities may include department-sponsored trainings, the annual Project Director training, regional trainings, virtual check-ins, extended learning office hours, local extended learning staff meetings, webinars, conferences, district or school in-service trainings, and other relevant learning opportunities. Additionally, free online professional development opportunities are available through the 21st CCLC National Technical Assistance Center (NTAC) and may be utilized by both 21st CCLC and LEAPs grantees to meet professional development requirements.

Project Directors are required to complete a minimum of **18 hours of professional development annually**. All other extended learning staff are required to complete a minimum of **12 hours of professional development annually**. Professional development may include organization-provided training; however, as a best practice, at least **50 percent of annual professional development hours should focus on extended learning programming best practices.** Applicants should also refer to the childcare rules[13] for specific requirements related to professional development.

Project Directors, or a designated representative, are required to attend all mandatory department-sponsored meetings and trainings, including the annual Extended Learning Project Director Training. Each grantee must budget sufficient funds for the Project Director to attend the required annual Extended Learning Project Director Training.

Grantees are also strongly encouraged to participate in monthly Extended Learning Office Hours, which are generally held on the **second Thursday of each month at 1:00 p.m. CT | 2:00 p.m. ET**, as well as other regional or virtual technical assistance opportunities offered in the fall and spring each year.

To support effective program implementation, Project Directors should conduct and document a minimum of **three staff meetings annually** focused on program operations, student needs, program quality, compliance requirements, and continuous improvement. Grantees must maintain an employee handbook that includes among other things, job descriptions, procedures for filing civil rights

[13] SBE Rule 0520-12-01 (2023), Web.

complaints and staff guidance regarding **34 C.F.R. § 76.532**, which prohibits the use of grant funds for religious activities. Grantees must also maintain documentation demonstrating that employees have received and acknowledged the handbook and its associated policies.

Project Directors must also conduct and document a minimum of **two monitoring visits per site annually** to assess program implementation, provide guidance, and support continuous improvement efforts.

In accordance with state child care requirements, each site must identify and maintain at least **two staff members trained in emergency management procedures and certified in CPR and First Aid**. A staff member holding current CPR and First Aid certification must be present during all program operations, and an adequately stocked first aid kit must be readily available at each site.

Grantees must maintain a **Professional Development Log/Spreadsheet** documenting all professional development activities completed by extended learning staff. At a minimum, the log should include the staff member's name, professional development topic, date completed, and the number of hours earned.

IMPORTANT: *All extended learning grantees should subscribe to the Federal Programs and Oversight Update to stay informed of extended learning professional development offerings.*

Emergency Response Plan and Safety Drills

Each program site must maintain a written **Emergency Response Plan (ERP)** that is specific to the extended learning program and site location. The ERP must be developed and maintained by the Project Director and should address procedures for responding to emergencies that may occur during program operations, including but not limited to:

- Fire;
- Tornado or severe weather;
- Intruder/lockdown situations;
- Earthquake; and
- Other emergency situations identified based on local needs or site-specific risks.

The ERP should outline staff responsibilities, communication procedures, evacuation and relocation procedures, reunification procedures, emergency contact information, and other actions necessary to protect the health and safety of participants and staff.

Each site must conduct and document **monthly emergency drills** consistent with the site's Emergency Response Plan and applicable local requirements. The Project Director is responsible for ensuring that Site Coordinators conduct all required drills and maintain documentation of drill dates, times, and outcomes. Drill documentation must be available for review during monitoring visits.

Emergency procedures should be reviewed regularly with staff and students to ensure preparedness and an appropriate response during an emergency event.

Collaboration and Partnerships

Strong partnerships contribute to the quality and sustainability of extended learning programs. Grantees are encouraged to collaborate with community-based organizations, institutions of higher education, businesses, and other community partners to support program goals and expand learning opportunities for students.

Partnerships with organizations such as parks and recreation departments, youth-serving organizations, museums, libraries, businesses, and civic groups can enhance enrichment programming and provide additional opportunities for students and families.

Programs are also encouraged to collaborate with other educational initiatives and services, including ESSA programs, special education services, career and technical education programs, and other school-based supports. Community-based organization grantees should establish strong partnerships with the schools and districts serving participating students.

Programs must keep a record of all partner and volunteer activities using the Statement of Partnership and Collaboration Form found in the appendix.[14]

[14] A sample Statement of Partnership and Collaboration can be found in Appendix B.

IMPORTANT: *21st CCLC grantees are required under ESSA § 4204 (b)(C) to demonstrate how grant funds are coordinated with other federal, state, and local programs to make the most effective use of public resources.*

Program Communication

Programs must:

- Maintain a schedule consistent with the grant application and in compliance with program hour requirements. Programs must **communicate any schedule changes** to parents, volunteers, and partners.
- Hold a **mandatory parent orientation** with all families covering program components, including handbooks, disciplinary policies, family engagement, academic and enrichment activities, and surveys. Families must be given adequate notice of the orientation.
- Each program site must maintain a prominently displayed **bulletin board or designated posting area** that includes: student eligibility requirements; the program schedule and hours of operation; the agency's nondiscrimination policy; the Tennessee Comptroller's Fraud, Waste, and Abuse Notice; the Tennessee Department of Human Services' toll-free complaint hotline number; and the Tennessee Department of Children's Services child abuse reporting hotline number. In addition, all grantees operating 15 hours or more per week shall also display a current department's **Certificate of Approval**.
- **Notify parents** if a student is hurt or becomes ill during extended learning programming.
- Develop and implement a **communication plan** focused on how the agency will communicate progress toward performance measures to families, partners, and other stakeholders.
- Include an **Extended Learning Active Consent to Participate in Student Survey**[15] form in each student's enrollment packet. Note that under Tennessee state law, grantees must receive active consent from parents or guardians before any student surveys are issued.

[15] See Appendix A

Technology

Technology should be used to support and enhance academic and enrichment programming. Any technology or media used within the program must be consistent with program goals and supported by planned instructional activities.

Programs may not utilize technology, digital platforms, media, photographs, or recordings involving participating students without obtaining any required parent or guardian permissions in accordance with local policies and procedures.

All technology purchases require prior approval from Extended Learning staff. Extended learning grants are not intended to function as technology grants; however, programs may purchase up to 15 technology devices or items per program year.

Each technology item:

- Must cost $1,000 or less per item;
- Must directly support approved program activities and student outcomes;
- Must be submitted using the ExL Technology Request; and
- Must receive department approval prior to purchase.

Technology purchases made without prior approval may be deemed unallowable and may not be eligible for reimbursement.

Insurance Requirements

Grantees are responsible for maintaining all insurance coverage required by federal, state, local, and organizational policies throughout the grant period.

At a minimum, programs must maintain:

- Commercial General Liability Insurance;
- Workers' Compensation and Employer Liability Insurance;
- Automobile Liability Insurance, when applicable;
- Sexual Abuse and Molestation Insurance;
- Technology Professional Liability (Errors and Omissions) / Cyber Liability Insurance with minimum coverage of **$1,000,000**; and
- Crime Insurance with minimum coverage of **$500,000**.

Grantees must maintain documentation of required insurance coverage and provide proof of coverage upon request by the Tennessee Department of Education.

Sub-contracting

Sub-contracting programming is permissible but must be clearly stated and defined in the applicant's project narrative of the approved grant application. If a grantee wishes to alter the approved programming, prior approval must be received from the department. If the grantee is sub-contracting daily programming services to an outside entity, the grantee must provide a narrative as to the how grantee provides oversight of the subcontracted entity's programming to meet grant requirements, how expenditures are monitored for allowability and appropriateness, and how the grantee ensures its policies and procedures are being met.

Program Performance and Compliance

Principles of Effectiveness

21st CCLC and LEAPs programs must be operated in a manner that follows the Principles of Effectiveness.[16] These principles include the expectation that programs:

- be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
- be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
- if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

Performance Goals and Indicators

To evaluate program effectiveness and measure the impact of extended learning services across the state, the department has established a set of performance goals and indicators for all 21st CCLC and LEAPs programs. These goals support the department's strategic priorities and help ensure that programs are producing positive outcomes for participating students and families.

Each performance goal is accompanied by one or more indicators that are used to measure progress and program success. Indicators may include academic, attendance, behavioral, engagement, and survey-based measures, depending on the grade levels and populations served. Because some indicators are grade-specific, not all measures will apply to every program.

The department establishes the required performance indicators and, when applicable, provides standardized tools and data collection instruments, including teacher, parent, and student surveys. Grantees are responsible for collecting,

[16] 20 U.S.C. § 7174(b)(2)(I).

maintaining, and reporting data necessary to measure progress toward these indicators and demonstrate program effectiveness.

The following chart outlines the statewide performance goals and indicators used to evaluate 21st CCLC and LEAPs programs.

Performance Goal 1: All students will reach high academic standards demonstrating growth in reading/language arts and mathematics.	
Alignment: ALIGNS with Tennessee Strategic Plan: All students will have access to a high-quality education no matter where they live.	
Indicator (unit of measure for progress towards goals): state assessments	
Performance Target	Description
1.1	At least 20% of ALL students in grades 4-8 who participated in programming during the school year will demonstrate growth in Math state assessments.
1.2	At least 40% of students in grades 4-8 who participated in programming 90 hours or more during the school year will demonstrate growth in Math state assessments.
1.3	At least 20% of ALL students in grades 4-8 who participated in programming during the school year will demonstrate growth in Reading/Language Arts state assessments.
1.4	At least 40% of students in grades 4-8 who participated in programming 90 hours or more during the school year will demonstrate growth in Reading/Language Arts state assessments.
Performance Goal 2: All students will reach high academic standards demonstrating growth in all subjects.	
Alignment: ALIGNS with Tennessee Strategic Plan: All students will have access to a high-quality education no matter where they live.	
Indicator (unit of measure for progress towards goals): unweighted grade point average (GPA)	
Performance Target	Description
2.1	At least 25% of ALL students in grades 7-8 and 10-12 who participated in programming during the school year and had an

	unweighted GPA of less than 3.0 the year before will demonstrate an improved GPA.
2.2	At least 50% of ALL students in grades 7-8 and 10-12 who participated in programming 90 hours or more during the school year and had an unweighted GPA of less than 3.0 the year before will demonstrate an improved GPA.
Performance Goal 3: The percentage of students who are chronically absent from school will decrease.	
Alignment: ALIGNS with Tennessee Strategic Plan: Tennessee Public Schools will be equipped to serve the academic and non-academic needs of all students in their career pathways.	
Indicator (unit of measure for progress towards goals): School records of student attendance	
Performance Target	Description
3.1	At least 50% of ALL students who participated in programming during the school year and missed 18 days or more in the prior school year will demonstrate an improved attendance rate in the current school year.
3.2	At least 75% of ALL students who participated in programming 90 hours or more during the school year and missed 18 days or more in the prior school year will demonstrate an improved attendance rate in the current school year.
Performance Goal 4: All students will exhibit positive behavior changes that support academic and social growth.	
Alignment: ALIGNS with Tennessee Strategic Plan: Tennessee Public Schools will be equipped to serve the academic and non-academic needs of all students in their career pathways.	
Indicator (unit of measure for progress towards goals): In-school suspension data	
Performance Target	Description
4.1	At least 50% of ALL students who participated in programming during the school year will experience a decrease in in-school suspensions compared to the previous year.

4.2	At least 75% of ALL students who participated in programming 90 hours or more during the school year will experience a decrease in in-school suspensions compared to the previous year.
Performance Goal 5: All students will continuously be engaged in their learning.	
Alignment: ALIGNS with Tennessee Strategic Plan: All students will have access to a high-quality education no matter where they live.	
Indicator (unit of measure for progress towards goals): Teacher-reported survey responses (survey provided by the department)	
Performance Target	Description
5.1	At least 50% of ALL students who participated in programming during the school year will demonstrate an improvement in teacher-reported engagement in learning.
5.2	At least 75% of ALL students who participated in programming 90 hours or more during the school year will demonstrate an improvement in teacher-reported engagement in learning.
Performance Goal 6: Family engagement will be embedded in the entirety of the program.	
Alignment: ALIGNS with Tennessee Strategic Plan: Tennessee Public Schools will be equipped to serve the academic and non-academic needs of all students in their career pathways.	
Indicator (unit of measure for progress towards goals): Family-reported (the department prepared survey) programming that engages families, program staff communication related to individual student needs, program atmosphere, and overall program satisfaction	
Performance Target	Description
6.1	At least 90% of ALL families with children/youth who participated in the program will report that the program offers useful resources and materials such as workshops on homework assistance, parent advocacy, adult education classes, etc.
6.2	At least 90% of ALL families with children/youth who participated in the program will report that there is always program staff available to discuss individual student needs.

6.3	At least 90% of ALL families with children/youth who participate in the program will report that the program provides an open, welcoming environment for families.
6.4	At least 80% of ALL families with children/youth who participate in the program will report an overall high level of satisfaction with the quality of provided services.
Performance Goal 7: Early learners will reach high academic standards demonstrating growth in Reading.	
Alignment: ALIGNS with Tennessee Strategic Plan: All students will have access to a high-quality education no matter where they live.	
Indicator (unit of measure for progress towards goals): state-approved universal reading screener	
Performance Target	Description
7.1	At least 20% of ALL students in grades K-2 who participated in programming during the school year will demonstrate growth on a universal reading screener.
7.2	At least 40% of students in grades K-2 who participated in programming 90 hours or more during the school year will demonstrate growth on a universal reading screener.

Evaluation and Monitoring

Data Collection

Grantees must have the capacity to collect, maintain, and report accurate program and evaluation data. Programs must collect and maintain data related to student participation, attendance, academic achievement, behavior, and other performance indicators required by the Tennessee Department of Education.

Local program staff are responsible for entering and maintaining program and student data in the state's data collection system, **Tennessee Extended Learning and Afterschool Program (TN-ELAP)**, and for participating in all required evaluation activities.

Student participation and attendance data should be entered into TN-ELAP on at least a **weekly basis** to ensure timely and accurate reporting. Grantees are also responsible for reviewing data regularly and addressing any data quality issues identified by the department or state evaluator.

Programs must meet 90% of required data quality checks throughout the program year. Accurate and timely data collection is essential to demonstrating program impact, measuring progress toward performance goals, and supporting continuous program improvement. Failure to maintain accurate and complete data may impact program evaluation, reporting, monitoring results, and future funding decisions.

Local Evaluation

21st CCLC and LEAPs programs are required to participate in local evaluation efforts annually, with the intent of continuous refinement and improvement of program goals and objectives. To assist with this effort, best practice is to form a local evaluation team of stakeholders to charge with local evaluation efforts, including the initial development of the SMART Goals and final evaluation if goals are being met. At a minimum, the team should consist of the project director and all site directors.

The local evaluation will consist of an initial, mid-year, and end-of-year reporting cycle. The local evaluation team will use **ELAP Related Performance Indicators and Teacher Survey Reports as baselines to set SMART goals for the following applicable performance indicators:**

- **Performance Goal #1: ACADEMIC ACHIEVEMENT-** At least 20% of ALL students in grades 4-8 participating will demonstrate growth in math and Reading/Language Arts on state assessment.
- **Performance Goal #2: ACADEMIC ACHIEVEMENT- GPA:** At least 25% of ALL students in grades 7-12 participating in programming with a prior-year unweighted GPA of less than 3.0 will demonstrate an improved GPA.
- **Performance Goal #3: SCHOOL DAY ATTENDANCE**: At least 50% of ALL students in grades 1-12 participating in programming who had a school day

attendance rate at or below 90% in previous school year will demonstrate an improved attendance rate in the current school year.

- **Performance Goal #4: BEHAVIOR:** At least 50% of ALL students in grades 1-12 participating in programming will experience a decrease in in-school suspensions compared to previous school year.

- **Performance Goal #5: ENGAGEMENT IN LEARNING using Teacher Survey Results:** At least 50% of ALL students in grades 1-12 participating in programming will demonstrate an improvement in teacher-reported engagement in learning.

In addition, the team will report participation data from ELAP and set improvement goals for regular attendance. Grantees who are late or miss reporting deadlines may be subject to increased monitoring and/or a reduction or loss of funding, and may negatively impact the organization's competitiveness in future grant competitions.

Monitoring

On-site monitoring may be conducted by Extended Learning staff or contracted monitors acting on behalf of the department. To ensure consistency in the monitoring process, the department utilizes a standardized monitoring tool (see Appendix D). Grantees must maintain documentation for monitoring and be prepared to discuss during the monitoring visits supporting documentation, such as the **sustainability plan** submitted with the original grant application and any **extended learning discipline logs**. Monitoring visits may be **announced or unannounced.**

Announced Monitoring

An annual risk-based analysis is conducted to determine which grantees will receive an announced on-site monitoring visit and the frequency of monitoring. Selected grantees will be notified by email prior to the scheduled monitoring visit.

Monitoring frequency is based on the results of the department's risk assessment process. Grantees with higher levels of risk may be subject to more frequent monitoring, additional documentation reviews, or increased technical assistance.

Factors such as prior findings, reporting concerns, fiscal issues, staff turnover, or failure to address identified deficiencies may increase the grantee's risk level. Maintaining accurate records, meeting submission deadlines, complying with grant requirements, and promptly addressing concerns can help reduce monitoring burden and support successful program implementation.

Risk assessment data may include, but is not limited to:

- Prior audit findings;
- Timeliness of grant fund drawdowns;
- Timely submission of required reports and data;
- Significant changes in grant personnel; and
- Other identified compliance or programmatic concerns.

To support the monitoring process, the Extended Learning team provides technical assistance through webinars, guidance documents, and direct support via email or phone. An Extended Learning Monitoring ePlan Technical Guide and a copy of the monitoring instrument are available in ePlan > TDOE Resources to assist grantees with completing monitoring requirements.

Upon notification of an on-site monitoring visit, the Project Director is responsible for completing the monitoring instrument in ePlan and uploading all required supporting documentation. Each section of the monitoring instrument contains required uploads that must be submitted for review. All grantees selected for monitoring must complete and fully submit the monitoring instrument and supporting documentation at least **two (2) weeks prior to the scheduled monitoring visit**. The submission deadline will be communicated in the monitoring notification email. Failure to submit required documentation by the established deadline may result in monitoring findings or additional follow-up by the department.

Following submission, the Extended Learning team or contracted monitor will review the documentation. If additional information or clarification is needed, the monitor may contact the Project Director prior to the on-site visit; however, grantees are expected to submit complete and accurate documentation upon initial submission.

During the on-site visit, Extended Learning staff or contracted monitors may observe program activities, review additional documentation, verify submitted

information, and meet with the Project Director and other program staff as necessary.

Following the monitoring visit, the monitor will complete the monitoring tool and document any findings, recommendations, or required action steps in ePlan. The monitor will then schedule an exit call with the grantee to review the results of the monitoring visit, discuss any findings, and explain any required corrective actions.

If corrective actions are required, the grantee must upload supporting documentation into ePlan demonstrating that required actions have been completed. The monitor will review the submitted documentation and either approve the corrective action or request additional information. Monitoring will remain open until all required action steps have been satisfactorily completed and accepted. Once all requirements have been met, the monitoring process will be formally closed in ePlan.

Unannounced Monitoring

While the department typically provides advance notice of scheduled monitoring activities, the department reserves the right to conduct **unannounced monitoring visits** at any time during the grant period. Unannounced monitoring may be conducted by Extended Learning staff or contracted monitors acting on behalf of the department and may occur in response to risk assessment data, monitoring findings, complaints, program concerns, or other circumstances identified by the department.

The purpose of unannounced monitoring is to assess program operations under normal conditions and verify compliance with grant requirements, student safety expectations, fiscal requirements, and program quality standards. During an unannounced visit, monitors may observe program activities, review program and fiscal documentation, interview staff, and verify information previously submitted to the department.

Grantees are expected to maintain required program and fiscal records and operate in compliance with grant requirements at all times. Failure to provide requested documentation or demonstrate compliance during an unannounced monitoring visit may result in technical assistance, corrective action, increased

monitoring, funding reductions, or other actions deemed necessary by the department.

Desktop Monitoring

21st CCLC and LEAPs grantees may be selected for desktop monitoring as part of the department's ongoing oversight and risk-monitoring process. Selected grantees must provide all supporting documentation requested by the department for review. Requested documentation may include, but is not limited to, reimbursement requests, invoices, purchase orders, payroll records, contracts, attendance records, and other programmatic or fiscal documentation.

Extended Learning staff will review submitted documentation and follow up with the grantee if additional information, clarification, corrective action, or technical assistance is needed.

If unallowable costs are found during the desktop monitoring process, a corrective action letter will be issued citing the amount of the unallowable costs and requiring the funds to be repaid to the State Treasury. The agency may file a written appeal to the department concerning the corrective action within **10 business days** from the date of the monitoring visit. The written appeal should be submitted to the Extended.Learning@tn.gov and must include supporting documentation that substantiates the appeal. Extended Learning program staff will review the materials and notify the appellant within **five (5) business days** of receipt of the appeal.

Fiscal Management

General Considerations

21st CCLC and LEAPs grants are administered on a **reimbursement basis**, meaning grantees must incur and pay allowable program expenses before requesting reimbursement from the department. As a result, grantees should have sufficient fiscal capacity to manage program operations and cash flow between reimbursement requests.

To support uninterrupted program delivery, grantees are strongly encouraged to maintain **two to three months of operating capital** to cover program expenses while reimbursement requests are being processed.

Grantees must maintain appropriate internal controls to ensure proper oversight of grant funds. Program directors and fiscal staff should work collaboratively to review, approve, and document expenditures to ensure all costs are allowable, reasonable, necessary, and aligned with the approved grant application and budget.

Carryover of grant funds from one program year to the next is not permitted. All grant funds must be obligated and expended within the applicable grant period and in accordance with established deadlines.

Program Income and Fees

Program income is revenue that is directly generated by a grant-funded activity or earned as a result of the grant during the period of performance. Program income is in addition to the grant funds awarded by the department and is typically generated through activities, services, or products supported by the grant. Examples of program income may include:

- Fees charged for participation in grant-funded activities;
- Revenue from the sale of items produced through grant-funded activities;
- Child care voucher reimbursements; or
- Other income generated directly from grant-supported services.

Program fees are charges assessed to students or families for participation in program activities or services. Program fees are a form of program income and may include enrollment fees, participation fees, activity fees, transportation fees, or charges for materials and supplies.

The priority of the extended learning programs is to serve students attending low-income and low-performing schools. To ensure equitable access to high-quality afterschool programming, **LEAPs and 21st CCLC Cohort 24 grantees may not charge fees or generate program income for services or activities supported by this grant**. The only allowable exception is participation in the U.S. Department of Health and Human Services (HHS) Child Care and Development Fund (CCDF) Program through an approved voucher system.

For **21st CCLC, Cohorts 22 and 23**, program fees and program income may be permissible if previously approved by ED. Grantees must maintain documentation

of all approvals and consult with the department regarding the continued applicability of any prior approvals.

Programs seeking to operate under the CCDF voucher exception must receive prior written approval. Requests must include:

- A written justification describing the purpose and use of the proposed income;
- A description of how the program will ensure that no child is excluded due to an inability to pay; and
- A sliding fee scale and scholarship plan for families with financial need.

Program income and fees must be approved as part of the agency's initial grant application.

For 21st CCLC Programs: Once the department sends the request and it is received by U.S. Department of Education (ED), ED will review the request and work to provide a timely response. **ED must approve the request before the subgrantee may begin receiving program income/fees.**

For LEAPs Programs: Once the agency submits the request and it is received by the department, the request will be reviewed, and a timely response will be provided. **The department must approve the request before the subgrantee may begin receiving program income/fees.**

IMPORTANT: *Any approved program income generated through the grant must be reinvested in the program. Grantees are required to maintain accurate documentation of all program income received, including detailed records of how those funds were used. This documentation must be readily available for monitoring purposes and may also be requested by the department at the end of the fiscal year.*

Questions regarding this process should be sent to Extended.Learning@tn.gov.

Allowable Costs

When determining if charges are allowed/appropriate for a federal/state grant, consider if the expenses are:

- Necessary for the performance or administration of the project
- Reasonable

- Allocable to a particular cost objective
- Legal and authorized (or not prohibited) under state or local laws
- Consistent with uniform policies of other federal and non-federal activities
- Consistent with generally accepted accounting principles
- Adequately documented

Expenditures must follow the basic guidelines listed above and must be clearly tied to the goals and objectives of the project or program. See Appendix E for a detailed list of allowable and nonallowable expenditures.

IMPORTANT: *According to EDGAR 34 CFR § 76.532, grant funds may not be used to support religious worship, instructions, and/or proselytization or the purchase of equipment or supplies used for any of these activities.*

Supplement not Supplant

For 21st CCLC programs: Funds received under this program may only be used to supplement and not supplant state, local, and other non-federal funds that would otherwise be available and used for program expenditures.

For LEAPs programs: Funds received under this program must supplement and not supplant non-lottery educational resources for after school educational programs and purposes.

Per Student Allocation

The per-student allocation varies depending on the grant allocation and awarded cohort.

Funding Source	Per-student Allocation With Transportation	Per-student Allocation Without Transportation
21st CCLC Cohort 22	$1,500	$1,350
21st CCLC Cohort 23	$1,750	$1,500
21st CCLC Cohort 24	$1,250	$1,250
LEAPS-All	$2,000	$2,000

Salaries/Wages

Qualified staff are essential to the successful implementation of extended learning programs. Key program personnel typically include the **Project Director**, **Site Coordinator**, and **instructional staff** (e.g., teachers, tutors, and enrichment instructors). Sample job descriptions can be found in **Appendix F**.

When developing and managing the grant budget, grantees should clearly distinguish between staff providing **direct services** to students and staff performing **indirect services (administrative)**.

Direct service staff are individuals whose primary responsibilities involve working directly with program students through academic instruction, tutoring, mentoring, enrichment activities, supervision, or other student-facing services. Examples of direct service staff may include site coordinators, teachers, teacher assistants, tutors, and enrichment instructors.

Indirect services may include activities such as program management, staff supervision, budget management, payroll, purchasing, reporting, data collection, and other grant administration tasks. Examples of indirect service staff may include project directors, bookkeepers, and accountants. Administrative costs must be reasonable, necessary, and may not exceed **20 percent of the annual grant award**.

For full-time equivalent (FTE) employees whose salary is charged partially to the grant, grantees must maintain a Personnel Activity Report (PARs) to support the percentage of time allocated to grant activities. Grantees should also clearly demonstrate how each staff member's responsibilities contribute to achieving the goals and objectives outlined in the approved grant application.

High school students may be employed by the program in appropriate roles, such as tutors, mentors, or work-based learning participants; however, high school students who are paid through the grant may not be counted as program participants, and any hours worked may not be reported as student participation hours in TN-ELAP.

IMPORTANT: *An allocable portion of overtime pay for eligible participants may be charged to the grant when consistent with local policies and federal cost principals. Grantees should consult with the agency's fiscal office regarding allowability and documentation required for overtime.*

Professional Development

Professional development is an important investment in program quality and staff effectiveness. Grantees should budget sufficient funds to support required staff training and professional development activities that enhance academic instruction, program operations, safety, and extended learning best practices.

Each grantee must budget sufficient funds for the Project Director to attend the required annual Extended Learning Project Director Training. Grantees should also budget for the professional development necessary to ensure that Project Directors, Site Coordinators, and other program staff meet the annual professional development requirements outlined in this manual.

Allowable professional development costs may include registration fees, travel expenses, lodging, training materials, and other reasonable costs associated with approved training activities. Grantees are encouraged to take advantage of department-sponsored and no-cost professional development opportunities whenever possible.

Programs must also budget for required staff certifications and training necessary to maintain compliance with applicable program requirements. This may include CPR and First Aid certification and recertification costs for staff, as required by state child care regulations.

Professional development expenditures must be reasonable, necessary, and directly related to the successful implementation and operation of the extended learning program.

Capital Purchases

Vehicles, land, or building acquisitions are not allowable capital purchases. Vehicle leases are allowable expenditures, if necessary.

Indirect Costs

The department has been given the authority by ED to negotiate indirect cost proposals and to approve indirect cost rates for school districts. The department will allow state universities, state colleges, private colleges and universities, and

non-governmental agencies to charge an indirect cost of up to eight percent or the agency's restricted rate approved by the appropriate cognizant agency. If awarded funding, the department will collect from the agency a copy of their current negotiated restricted indirect cost plan that has been approved by the appropriate cognizant agency.

Reimbursement Requests

Grantees are expected to submit reimbursement requests monthly starting in the month of October for a minimum of 8 drawdowns annually. All payment reimbursement requests should be submitted electronically through ePlan. Please refer to the ePlan training materials for the steps to submit reimbursement requests, which can be found in ePlan > TDOE Resources > User Resources ePlan Help > Reimbursement Request Instructions.

Reimbursement requests will be reviewed by extended learning staff members. Receipts, invoices, and billing statements should be kept on file and available for review as needed or requested.

It is expected that if an agency collects indirect costs for the general administration of the grant such as for printing, publications, or payroll services, then the agency will not include separate line items in the budget for these expenses.

ePlan Budget

There are two components to the budget section of the application:

1. Budget Line Items
2. Budget Narrative

Budget Line Items: The applicant will select the appropriate line item for each program expense.[17]

- Enter the Quantity
- Enter the Cost
- The Line-Item Total will auto-calculate
- Nothing must be entered in the box for Optional Program Code

[17] See Appendix G for detailed budget information.

Budget Narrative: For each line item, describe why the expenditure is needed and how the dollar amount requested was calculated. Although the budget is an estimation of projected expenses for the year, the applicant must provide as much detail as possible in the narrative. The applicant must "show the math." For example, the narrative for salaries/wages should show the number of individuals paid, rate of pay, and estimated hours per week to be worked. Multisite applicants must clearly describe how staffing will be spread across the proposed sites. For example, if you are budgeting $100,000 to pay for teachers for three sites, show the breakdown of how each site will be staffed. Below are other details that are important to include when submitting your budget:

- **First narrative box**-When developing the **FY27** Budget Narratives, please place the following information in the first narrative box of your budget:
    - List each Site that will be in operation and include the following:
        - Start date and end date for school year and summer
        - Days per week in operation for morning and afternoon
        - Hours of operation for morning and afternoon
        - Number of days in operation for morning and afternoon
- **Contracted Services** - Budget narratives must include:
    - Description of services to be purchased
    - Name of vendor or potential vendor to be used
    - Timeframe of services
- **Supplies and Materials** - Budget narratives must include:
    - Examples/List of materials and supplies to be funded
    - Overall cost for the line item should be included; quantity and cost per item can be included if known
    - Do not include the wording "such as but not limited to"; examples should be included
- **Equipment** - Budget narratives must include:
    - Examples of equipment to be funded
    - Quantity of each type of equipment to be funded
    - Cost for each type of equipment to be funded
- **Professional Development** – Budget narratives must include:
    - Name/specific type of professional development to be supported
    - Number and position titles who will participate
    - Expenses to be paid, such as registration, travel, lodging, meals, etc.

- **Mileage** – Budget narratives must include:
    - Positions of individuals that will be claiming mileage from the grant (only funded positions in the grant can charge mileage expenses to the grant)
    - Only local travel not included in any professional development should be entered for line item 355

Budget Revisions: **Budget revisions must be completed in ePlan.** For each revised budget line item, add **"REVISION- (the date)"** before the updated budget narrative. The original budget narrative should remain unchanged and be labeled **"ORIGINAL"** to clearly distinguish the approved budget from subsequent revisions made during the grant year.

Revisions must go through the agency approval process before being approved by the extended learning staff. If a budget revision is returned as **Not Approved**, check the *History Log* of the application for comments concerning additional information that is needed or corrections to be made.

Inventory/Records Management

Grantees are responsible for maintaining effective inventory control procedures and accurate records for all equipment and property purchased with grant funds. Each grantee must establish and maintain written inventory management policies and procedures to ensure that grant-funded property is properly tracked, safeguarded, and used solely for authorized program purposes.

All equipment and property with a purchase price of **more than $100** must be included in the agency's inventory system and labeled according to the organization's inventory procedures. At a minimum, the inventory database must include:

1. A description of the item;
2. The serial number or other identifying number (e.g., barcode or local inventory number);
3. The acquisition date;
4. The acquisition cost;
5. The physical location of the item;
6. The current use and condition of the item; and

7. Disposition information, including the date, method of disposition, and sales price, if applicable, when the item is retired from service.

Grantees must account for all grant-funded property, including items that are damaged, lost, stolen, transferred, or disposed of. Any changes to the status or location of an item should be documented and updated in the inventory system promptly.

In accordance with federal/state requirements, grantees must conduct and document a **physical inventory of all grant-funded property at least annually** and reconcile the results with the inventory records. Any discrepancies identified during the inventory process must be investigated and documented.

At the conclusion of a successful grant cycle, grantees may retain grant-funded equipment provided the equipment will continue to be used for purposes consistent with program requirements and applicable federal and state regulations.

Programmatic, fiscal, and administrative records, including inventory records, must be maintained for a minimum of **three (3) years following the close of the grant period**, unless a longer retention period is required due to audit findings, litigation, or other official actions. **Best practice is to maintain records for five (5) years.**

Additional inventory requirements and monitoring expectations can be found in the **Extended Learning Monitoring Tool in** Appendix D.

Grant End of Year/Close-out Process

At the conclusion of each program year, agencies must do the following:

- **May 15**: Final budget revision for supplies completed.
- **May 15:** Technology request submission deadline (After this date, replacement of defective equipment only).
- **June 15:** Final budget revisions (excluding supplies) submitted.
- **June 30:** Final day to obligate (spend) funds.
- **June 30:** Final reimbursement submitted for programs with no summer programming.

- **July 31:** Final reimbursement submitted for programs with summer programming.
- **Aug. 31:** Final Expenditure Report (FERs)[18] submitted in ePlan. ***All reimbursements must be processed before the FER is completed and submitted. No reimbursement requests may be submitted within the FER.***

IMPORTANT: Failure to complete these tasks within the established timelines could result in increased program monitoring, the withholding of final payments, and/or repayment of grant funds.

Additional Resources

21st Century Community Learning Centers Non-Regulatory Guidance

21st CCLC National Technical Assistance Center (NTAC)

U.S. Department of Agriculture Food and Nutrition Service

U.S. Department of Agriculture Food and Nutrition Service Child and Adult Care Food Program (CACFP)

Permission is granted to use and copy these materials for non-commercial educational purposes with attribution credit to the "Tennessee Department of Education". If you wish to use the materials for reasons other than non-commercial educational purposes, please contact the office of general counsel at (615) 741-2921.

[18] More information can be found here.

Appendix A: Parent/Guardian Consent to Participate in Student Survey

Parent/Guardian Consent to Participate in Student Surveys

The Tennessee Department of Education partners with the University of Tennessee Social Work Office of Research and Public Service to evaluate extended learning programs funded by the Nita M. Lowery 21st Century Community Learning Centers (21st CCLC) and Lottery for Education Afterschool Programs (LEAPs) grants. Part of that evaluation includes a survey for students in grades 3-12. The survey is anonymous; your child will not be asked to provide their name when they complete the survey. The survey asks about your child's experience of the extended learning program, and their response will support continued high-quality programming.

The survey can be reviewed at https://tn-elap.sworpswebapp.sworps.utk.edu/news-area/.

Please indicate below if you consent to have your child participate in the survey.

- **I consent to have my child participate in the Student Survey.**
- **I do not consent to have my child participate in the Student Survey.**

Appendix B: Extended Learning Statement of Collaboration and Partnership

We have participated in the planning and design of this project and agree to support and participate in the activities outlined in this application. Copy the form as needed.

Name of Partner Organization: Click or tap here to enter text.	**Description of Services and/or Support to be provided.**
Address: Click or tap here to enter text.	
Phone: Click or tap here to enter text.	
Fax: Click or tap here to enter text.	
Email: Click or tap here to enter text.	
Printed Name: Click or tap here to enter text.	
Signature:	
Name of Organization: Click or tap here to enter text.	**Description of Services and/or Support to be provided.**
Address: Click or tap here to enter text.	
Phone: Click or tap here to enter text.	
Fax: Click or tap here to enter text.	
Email: Click or tap here to enter text.	
Printed Name: Click or tap here to enter text.	
Signature:	

Appendix C: Sample Memorandum of Agreements

21st CCLC Extended Learning MEMORANDUM of AGREEMENT
Applicant Agency: Click or tap here to enter text. I understand that the above agency plans to submit a 21st Century Community Learning Centers (21st CCLC) application to the Tennessee Department of Education. Our school/district agrees to the following responsibilities to ensure successful programming for our students and their family members: **1.** To provide ongoing opportunities for meaningful communication between the school staff and the program staff; **2.** To provide opportunities for school staff and program staff to plan, coordinate, and integrate curricular needs within the extended learning activities; **3.** To assist in tracking student enrollment, academic, and discipline information via the student information system package (SIS). To this end, 21st CCLC staff will need assistance in obtaining the state-issued student identification number; and **4.** To assist in obtaining all relevant student data for both previous and current school years, including grades, grade point average, state assessment, attendance, family, teacher, or student surveys for evaluating student progress and program effectiveness for mandatory state and federal reports. It will be the responsibility of the program staff to obtain parental/legal guardian consent if needed for the sharing of student information. The school/district shall ensure that program staff maintain student confidentiality of records within the guidelines of state and federal requirements.

Certification of Participation of School or District	
Name of School or District: Click or tap here to enter text.	
Name and Title of School or District Staff Overseeing Data Sharing Agreement: Click or tap here to enter text.	
Mailing Address: Click or tap here to enter text.	
Phone: Click or tap here to enter text.	Email: Click or tap here to enter text.
School or District Authorized Signature:	Date: Click or tap here to enter text.
School or District Signatory Printed Name and Title: Click or tap here to enter text.	
Applicant Agency Authorized Signature:	Date: Click or tap here to enter text.
Applicant Agency Signatory Printed Name and Title: Click or tap here to enter text.	

Appendix C: Sample Memorandum of Agreements

LEAPs Extended Learning MEMORANDUM of AGREEMENT
Applicant Agency: Click or tap here to enter text. I understand that the above agency plans to submit a Lottery for Education Afterschool Programs (LEAPs) application to the Tennessee Department of Education. Our school/district agrees to the following responsibilities to ensure successful programming for our students and their family members: **1.** To provide ongoing opportunities for meaningful communication between the school staff and the program staff; **2.** To provide opportunities for school staff and Program staff to plan, coordinate, and integrate curricular needs within the extended learning activities; **3.** To assist in tracking student enrollment, academic, and discipline information via the student information system package (SIS). To this end, LEAPs staff will need assistance in obtaining the state-issued student identification number; and, **4.** To assist in obtaining all relevant student data for both previous and current school years, including grades, grade point average, state assessment, attendance, family, teacher, or student surveys for evaluating student progress and program effectiveness for mandatory state and federal reports. It will be the responsibility of the program staff to obtain parental/legal guardian consent if needed for the sharing of student information. The school/district shall ensure that program staff maintain student confidentiality of records within the guidelines of state and federal requirements.

Certification of Participation of School or District	
Name of School or District: Click or tap here to enter text.	
Name and Title of School or District Staff Overseeing Data Sharing Agreement: Click or tap here to enter text.	
Mailing Address: Click or tap here to enter text.	
Phone: Click or tap here to enter text.	Email: Click or tap here to enter text.
School or District Authorized Signature:	Date: Click or tap here to enter text.
School or District Signatory Printed Name and Title: Click or tap here to enter text.	
Applicant Agency Authorized Signature:	Date: Click or tap here to enter text.
Applicant Agency Signatory Printed Name and Title: Click or tap here to enter text.	

Appendix D: Extended Learning Monitoring Tool

EDGAR: The non-federal entity must monitor its activities under federal awards to assure compliance with applicable federal requirements and that performance expectations are being achieved (2 C.F.R. § 200.329).

The purpose of this monitoring tool is to improve the quality of extended learning programs and to assess the use of best practices in youth programming. The goal of the program is to motivate all students to reach their optimal academic potential and social development by engaging in meaningful educational and enrichment activities in collaboration with staff, parents, volunteers, and community partners.

The monitoring process may include announced and unannounced site visits and observations by the Tennessee Department of Education (department) staff, as well as interviews with program personnel and participants. Program staff will be asked for written documentation supporting the various indicators. Program staff may ask questions and request clarification or feedback regarding improvements needed.

The monitoring tool will be housed and completed in ePlan. Extended learning program staff will review grantee file materials, as well as the findings from the monitoring process, to determine which projects to continue and the level of funding to offer.

The agency may file a written appeal to the department concerning the monitoring outcome within 10 working days from the date of the evaluation. The written appeal should be emailed to Extended.Learning@tn.gov. The appeal packet should contain materials that support the appeal. Extended Learning Programs staff will review the materials and will notify the appellant of the decision concerning granting any corrective action within 10 working days of receipt of the appeal.

Programming			
	Monitoring Indicator	**Supporting Evidence**	**Required Uploads**
1	The grantee has identified and is serving eligible students and their families as described in the approved/amended grant application and meet the following applicable criteria: 21st CCLC Programs: Participating students attend eligible Title 1 schools. LEAPs: At least 50% of enrolled students meet one or more of the following criteria: ○ qualify for free/reduced lunch; ○ be at risk of educational disadvantage and failure due to circumstances of abuse, neglect, or disability; ○ be at risk of state custody due to family dysfunction; ○ be enrolled in and attending a public school failing to make adequate yearly progress; ○ be attending a public school, including a public charter school, instead of a public school failing to make adequate yearly progress as a result of parent choice; ○ be at risk of failing one or more subjects or are behind grade level by at least one year. Citation: TDOE ExL Program Manual, ESSA § 4204(i), 20 U.S.C. 7174, Tenn. Code Ann. § 49-6-702	❑ Written Student Eligibility based on grant application ❑ Progress reports ❑ Participant list ❑ Registration forms ❑ Participant eligibility data or spreadsheets ❑ Other	**Grantee:** • Written student eligibility criteria (who are you targeting)

© Tennessee Department of Education

Programming			
	Monitoring Indicator	**Supporting Evidence**	**Required Uploads**
2	**21st CCLC Grantees Only:** The grantee conducted timely and meaningful consultation with eligible private school officials during the development of the 21st CCLC program or activities. The grantee provides proof that this consultation occurs on an annual basis throughout the duration of the grant. Citation: ESSA § 8501(c)	❑ Intent/Affirmation Forms ❑ Proof of Communication (i.e., emails, phone logs, meeting agendas, etc.) ❑ Interview-Description of process ❑ Other	**Grantee:** • Proof of private school consultation (i.e., intent and/or affirmation forms) • Proof of communication with private schools (i.e., emails, phone logs, meeting agendas, etc.)
3	The grantee provides the minimum number of days and hours for the grades served listed below AND as described in the original grant application. For **21st CCLC** programs serving students in **Pre-K-5th**, the program must be open for **at least 12 hours per week.** For students in grades **6-12**, the program must be open for **at least 10 hours per week**. All **21st CCLC** programs must be open for a **minimum of 120 days** per year from Aug. to May. For **LEAPs** programs serving students in **K-12**, the program must be open for **at least 15 hours per week and** open for a **minimum of 160 days** per year from Aug. to May. ***The minimum day count should not include days with only morning or summer programming.** Citation: TDOE ExL Program Manual	❑ Written program schedule including start/end date, number of days open per year, hours of operation by morning and afternoon, and number of hours per week. ❑ Interview - Description of programming ❑ Posted program calendars/schedules ❑ Other	**Grantee:** • Spreadsheet for the program year with the following listed by site: -Start date of programming -End date of programming -Hours of operation by morning and afternoon -Number of days open per year -Number of hours open per week

Programming			
Monitoring Indicator		**Supporting Evidence**	**Required Uploads**
4	The grantee has disseminated information about the center's operation to community members in a manner that is understandable and accessible. The grantee has held annually the required in-person program orientation for families. Citation: ESSA § 4204(b)(2)(A)(iii), TDOE ExL Program Manual	❑ Student enrollment forms/packet samples ❑ Program flyers and/or advertisements ❑ Sample communication sent to family members or teachers about student's participation in the program ❑ Orientation flyers, emails, surveys, etc. ❑ Program orientation meetings with sign-in sheets	**Grantee:** • Sample communication sent to community members, families and/or teachers about program or student enrollment: -Student enrollment forms/packet samples -Program flyers and/or advertisements -Emails • Program family orientation meetings with sign-in sheets
5	Any site schedule changes are posted and communicated to parents, volunteers, and partners. Citation: TDOE ExL Program Manual	❑ Proof of communication with parents, volunteers, and partners (i.e., emails, phone logs, program flyers, etc.) if scheduled changes have been made ❑ Other	**Grantee:** Proof of communication with parents, volunteers, and partners (i.e., emails, phone logs, program flyers, etc.) if scheduled changes have been made
6	The site has participant eligibility requirements, schedule, non-discrimination policy, Comptrollers notice, Depart. of Human Services' toll-free compliant number, and the Depart. of Children Services' child abuse number prominently displayed in public view. In addition, all grantees operating 15 hours or more per week shall have displayed a current TDOE Certificate of Approval. Citation: SBE Rule 0520-12-01-.05	❑ A bulletin board showing each item at each site prominently displayed in public view ❑ TDOE Certificate of Approval ❑ Other	**N/A**

© Tennessee Department of Education

Programming			
	Monitoring Indicator	**Supporting Evidence**	**Required Uploads**
7	The Grantee has procedures located in employee handbook for: A) Filing civil rights complaints and B) Staff awareness of EDGAR Section 76.532 prohibiting the use of grant funds for religion. The grantee also has employee acknowledgment of receiving the handbook and the policies. Citation: ESSA § 4-21-101; 34 C.F.R. § 76.532	❑ Employee handbook ❑ Meeting agenda with employee sign-in sheets ❑ Staff Acknowledgement Forms ❑ Interview ❑ Other	**Grantee:** • Employee handbook • Staff meeting agenda showing what topics were discussed with employee sign-in sheets
8	The program schedule and disciplinary policies are included in the family/student handbook, which is distributed at orientation or upon enrollment. Citation: TDOE ExL Program Manual	❑ Family Student Handbook ❑ Evidence of handbook distribution to families ❑ Other	**Grantee:** • Family/Student Handbook • Evidence of handbook distribution to families by sites
9	Healthy food and drinks that meet the guidelines of the After School Snacks and Suppers section of the USDA Food and Nutrition Service are provided at each site. Citation: TDOE ExL Program Manual; SBE Rule 0520-12-01-.15	❑ Sample calendar of snacks and/or super menus by sites ❑ Observation ❑ Other	**Grantee:** • Sample calendar of snacks and/or supper menus by sites

Programming			
	Monitoring Indicator	**Supporting Evidence**	**Required Uploads**
10	Family engagement is embedded throughout the entire year in the program as evidenced by sign-in agendas, schedules, ELAP data, etc. Programs must offer 12 hours of programming annually at each site for adult family members, specific to extended learning. This programming should also include the mandatory extended learning parent orientation, but not the general family engagement events the school day hosts. Citation: ESSA § 4205(a)(10); TDOE ExL Program Manual	❑ Communication of event ❑ Sign-in sheets ❑ Agendas ❑ Schedules ❑ Photos ❑ Other	**Grantee:** • Proof of family engagement (i.e., communication, flyers, event agendas, materials, sign-in sheets, etc.) by sites
11	Staff keeps records for discipline offenses that occur during extended learning time. Citation: TDOE ExL Program Manual	❑ Extended Learning discipline log ❑ Sample log(s) if none completed ❑ Other	**Grantee:** • Sample discipline log forms
12	Sites are in active collaboration with the regular school day staff to best determine the needs of the students in the extended learning program. Citation: ESSA § 4204(b)(2)(D)(i)	❑ Email communication with the regular school-day teacher ❑ Meeting notes or agenda ❑ School visits/School communication log ❑ IEP meeting notes/invites ❑ Other	**Grantee:** • Proof of staff communication with the regular school-day teacher (i.e., emails, meeting notes or agenda, sign-in sheets, etc.)

Programming			
	Monitoring Indicator	**Supporting Evidence**	**Required Uploads**
13	Site staff follow the program schedule and work well together to meet the needs of all students using positive techniques to guide student behavior. Citation: TDOE ExL Program Manual	❑ Observation ❑ Training ❑ Other	• **N/A**
14	Site activities reflect a broad array of activities that improve student academic achievement in reading/language arts and math based on performance goals. Citation: ESSA § 4204(b)(2)(B), § 4205(a), and § 4205(b)(1)(C); TDOE Performance Goal 1, 2, 7	❑ Emails, agenda, sign-in sheets ❑ Interviews with staff ❑ Lesson plans are followed by staff ❑ Other	**Grantee:** • Sample Academic Lesson Plans • Proof of staff communication with the regular school-day teacher around academics (i.e. emails, meeting notes or agenda, sign-in sheets, etc.)
15	A range of enrichment activities, including 60 minutes of physical activity each week, are embedded in the site programming (e.g., hands-on science, art, music, etc.) to ensure students are actively engaged in both the activities and the learning process. Citation: TDOE ExL Program Manual	❑ Posted daily schedule ❑ Lesson plans are followed by staff ❑ Completed student surveys ❑ Pictures ❑ Observation	**Grantee:** • Enrichment Lesson Plan Examples • Weekly/Monthly Enrichment Calendar Samples by sites

Programming

Monitoring Indicator		Supporting Evidence	Required Uploads
16	Grantee demonstrates how they will coordinate Federal, State, and local programs and make the most effective use of public resources to enable students to participate in a variety of meaningful and fun enrichment activities. Citation: ESSA § 4204(b)(2)(C)	❑ Sign-in sheets of partners and volunteers ❑ Partner meeting agendas ❑ Communication with partners (emails, phone logs) ❑ Other	**Grantee:** • Current partnership agreement forms • Current MOUs
17	The grantee houses site activities in a safe and easily accessible facility. To avoid duplication of services, each building location is limited to a single grant-funded program. Grantees receiving both 21st CCLC and LEAPs or multiple 21st Cohort funding must designate one funding source per building and may not operate separate funded programs at the same location. Citation: § 4204(b)(2)(A)(ii), TDOE ExL Program Manual	❑ Observation ❑ Other	• **N/A**

Programming			
	Monitoring Indicator	**Supporting Evidence**	**Required Uploads**
18	The student/staff ratio is appropriate and safe for the specific activities conducted and meets the following maximum staffing requirement: Elementary (PreK-5), Adult/Child Ratio 1:20; Middle/High (6-12), Adult/Child Ratio 1:30. *Ratios double for field trips. Citation: SBE 0520-12-01-.15	❑ Participant list ❑ Daily schedule ❑ Observation ❑ Other	• **N/A**
19	An emergency response plan (ERP) specific to site/extended learning has been prepared and includes appropriate monthly drills with procedures for emergency situations, including fire, tornado, intruder/lockdown, and earthquake (others if needed). Citation: SBE 0520-12-01-.15 and (13)(j)	❑ Emergency Response Plan for each site ❑ Documentation of practiced safety drills ❑ Other	**Grantee:** • Emergency Response Plan for each site • Safety drill logs for each site

Programming			
	Monitoring Indicator	**Supporting Evidence**	**Required Uploads**
20	Grantee has a minimum of two (2) staff members per site trained in appropriate emergency management procedures and are certified in CPR and first aid. A staff member who holds a current certification in CPR and first aid training shall be present at all times. A first aid kit and a first aid chart are also required to be on site. Best Practice is to certify all staff in CPR and first aid. Citation: SBE 0520-12-01-.15 (13)(g-h)	❑ List of program staff by site who have completed ERP and CPR/first aid training – include dates of training ❑ Copies of CPR Cards ❑ First Aid Kit ❑ First Aid Chart ❑ Other	**Grantee:** List of program staff by site who have completed ERP and CPR/first aid training – include dates of training
21	The grantee has a secure procedure for the travel of students safely to and from the site (bus transportation, parent pick-up, walking, or student drivers). This procedure must include daily student sign-in/out logs with individual time in and out. Citation: ESSA § 4204(b)(2)(A)(i)	❑ Sign-in/out Logs ❑ Transportation plan for students ❑ Approved pick-up for each student ❑ Policy in parent/student handbook ❑ Other	**Grantee:** • Written transportation plan detailing procedures for walkers, parent pick-up, bus transportation, and/or student drivers
22	Student emergency contact and medical information are on file and easily accessible. Parents shall be notified if student is hurt or becomes ill. Citation: TDOE ExL Program Manual	❑ Student emergency information in an easily accessible format ❑ Communication to parents regarding injuries or illnesses	**N/A**

Staffing and Professional Development			
Monitoring Indicator		**Supporting Evidence**	**Required Uploads**
23	All staff, contractors, and volunteers have undergone a thorough screening and background check. Background checks are required every five (5) years for all extended learning staff. Citation: SBE 0520-12-01-.07	❑ List of staff, contractors, and/or volunteers who have passed background checks, including dates for all sites ❑ Other	**Grantee:** • List of staff, contractors, and/or volunteers who have passed background checks including dates for all sites
24	Written job descriptions and signed employee timesheets, including employee signature and supervisor are on file. Citation: SBE 0520-12-01-.05; TDOE ExL PM	❑ Job descriptions for ExL site staff ❑ Timesheet Forms for ExL ❑ Staff interviews ❑ Other	**Grantee:** • Job descriptions for site staff • Sample of timesheets for ExL Staff for the prior month's payroll
25	The ExL staff has documented professional development (PD) activities on file that are in the core areas of academic instruction, as well as extended learning best practices and/or department sponsored trainings. The project and site directors should have 18 hours of PD per year. All other ExL staff shall have 12 hours of PD. Best practice is that 50 percent of PD would be specific to Extended Learning. In addition, the Project Director (PD) or representative should attend all mandatory meetings, such as the PD training and monthly office hours when possible. Citation: SBE 0520-12-01-.15 (8)(a); (2) (b)(2); TDOE ExL PM	❑ Professional Development Spreadsheet/Log for all ExL Staff including staff name, PD topic and number of PD hours for each staff member ❑ ExL Staff professional development certificates of attendance ❑ Sign-in sheets or logs ❑ Other	**Grantee:** • Professional Development Spreadsheet/Log by site for all ExL Staff, including staff name, PD topic, and number of PD hours for each staff member

Staffing and Professional Development			
	Monitoring Indicator	**Supporting Evidence**	**Required Uploads**
26	Program staff conducts three (3) staff meetings pertaining to program operation and student needs as well as conducts two (2) documented monitoring visits per site annually. Citation: TDOE ExL PM	❑ Staff meeting agendas and minutes with sign-in sheets ❑ Completed Monitoring tool for sites ❑ Interviews ❑ Other	**Grantee:** • Staff meeting agendas and minutes with sign-in sheets • Completed Monitoring tools conducted by Project Director for all sites

Reporting and Evaluation			
	Monitoring Indicator	**Supporting Evidence**	**Required Uploads**
27	The grantee is meeting or is on track to meet the required number of regular attendees based on student participation data. Participation data is entered into TN-ELAP at least weekly, and participant sign-in/sign-out records are maintained to support attendance reporting. Citation: TDOE ExL PM	❑ ELAP Report 102 Monthly Participation Report by Site(s) for previous month ❑ ELAP Report 343 Regular Participants for current year ❑ Site sign-in / sign-out documents by sites for previous month	**Grantee** • ELAP Report 102 Monthly Participation Report by Site(s) for previous month • ELAP Report 343 Regular Participants for current year • Sample of Sign-in/out documents for all sites for previous month
28	The Grantee meets 90 percent of ELAP Data Quality Check (DQCs) by the established deadline. Citation: TDOE ExL PM	❑ Data Quality Checks	**TDOE Pre-Check:** • Data Quality Checks
29	The grantee conducts a local evaluation three (3) times per year by the established deadline to assess progress towards providing high-quality programming and uses the results to refine, improve, and strengthen the program. Results are made available to the public upon request. Citation: ESSA § 4205(b)(2)(A); § 4205(b)(2)(B)(i);§ 4205(b)(2)(B)(ii)	❑ Local Evaluation Checks ❑ Evidence of communication between grantee and stakeholders request for information ❑ Other	**TDOE Pre-Check:** • Local Evaluation Checks

Fiscal Management			
Monitoring Indicator		**Supporting Evidence**	**Required Uploads**
30	The Grantee has a policy/procedure governing the preparation and approval of budgets and budget amendments. Citation: TDOE ExL PM	❑ Approved budget is reflected in the Grantee's accounting software ❑ Approved budget in ePlan ❑ Budget Amendments in ePlan ❑ Other ❑ N/A	**TDOE Pre-Check:** • ePlan funding applications
31	The Grantee has a policy/procedure in place to authorize, verify, and reimburse travel expenditures. Citation: 2 C.F.R. § 200.303	❑ Travel Requests ❑ Purchase orders ❑ Receipts /Invoices ❑ Check/expenditure ❑ Other ❑ N/A	**Grantee:** • Grantee written travel policy
32	The grantee has a policy/procedure in place to ensure funds will supplement and not supplant other Federal, state, local, and non-public funds to provide allowable programs and activities. Citation: § 4203(a)(9) and § 4204(b)(2)(G)	❑ Interview ❑ Observation ❑ Other ❑ N/A	**N/A**
33	The Grantee budget and accounting records align with the approved funding application and reflect the approved line items/amounts, including beneficial equipment. Citation: TDOE ExL PM; 34 C.F.R. § 76.707 (obligations chart)	❑ Expenditure reports ❑ Reimbursement request supporting documentation ❑ Observation -Alignment with the grant application or approved amendments or requests ❑ ePlan budget ❑ Other	**TDOE Pre-Check:** • ePlan funding applications

Fiscal			
	Monitoring Indicator	**Supporting Evidence**	**Required Uploads**
34	The Grantee has written policies/procedures for inventory, and the inventory database includes the following: A: 1. Description of all items over $100 2. Serial number and other identifying numbers (barcode or other local identifying number) 3. Acquisition date 4. Cost 5. Physical location of property 6. Use and condition; and 7. Disposition data (date, method of disposition, sales price-if applicable) when property is retired from service. B. Grantee will conduct a physical inventory of the property at least once every year. Citation: 2 C.F.R. § 200.313(d)	❑ Completed inventory database with all items listed in 35, A & B. ❑ Check inventory at sites ❑ Other ❑ N/A	**Grantee:** • Completed inventory database with all items listed in 35, A & B.
35	Grantee funds are drawn down from ePlan monthly starting in October for a minimum of 8 drawdowns per year in correlation to expenditures by grantee. Citation: UG § 200.302	❑ ePlan reimbursement requests ❑ Other ❑ N/A	**TDOE Pre-Check:** • ePlan reimbursement requests

Fiscal Management			
	Monitoring Indicator	**Supporting Evidence**	**Required Uploads**
36	The Grantee budget and accounting records align with the approved funding application and reflect the approved line items and amounts. Citation: TDOE ExL PM	❑ Expenditure reports ❑ Reimbursement request supporting documentation ❑ ePlan budget ❑ ePlan approved budget ❑ other ❑ N/A	**TDOE Pre-Check:** • ePlan reimbursement requests
37	The grantee ensures internal control; each project director signs for expenditures made from his/her program. Citation: TDOE ExL PM	❑ Requisition requests ❑ Purchase orders ❑ Other ❑ N/A	**Grantee:** • Completed requisition and/or purchase order with Project Director's approval of expenditures
38	If the Grantee charges for services or income from other sources, the grantee has obtained appropriate permission from TDOE/US ED. Is the income properly accounted for? Citation: UG § 200.307; Citation: 2 C.F.R. § 200.307 Program Income	❑ Policy on program fees/income ❑ Program Fee approval from TDOE and/or US ED ❑ Accounting ledger showing how funds were accounted for and used ❑ Other ❑ N/A	**Grantee:** • Policy on program fees/income • Program Fee approval from TDOE and/or US ED • Accounting ledger showing how funds were accounted for and used

Fiscal Management			
Monitoring Indicator		**Supporting Evidence**	**Required Uploads**
39	All financial records and programmatic records, supporting documents, statistical and other records are maintained for three (3) years or until the resolution of any litigation, claim, negotiation, audit, or other action involving records. Best practice is to maintain records for (5) years. Citation: UG § 200.334	❑ Records from the First FY ❑ Records from the Second FY ❑ Records from the Third FY ❑ Other ❑ N/A	**N/A**
40	Position count and FTEs are consistent with the budget/application (or approved amendments). Salaries and benefits of staff are tracked appropriately. Citation: TDOE ExL PM	❑ Application / amendment ❑ List of personnel by site with the funding source ❑ Employee Schedules ❑ Signed employee timesheets ❑ Other ❑ N/A	N/A
41	Employees who work on multiple activities funded from different sources have personnel activity records (PAR) that support the distribution of their salaries/wages. Citation: 2 C.F.R. § 200.430(i)	❑ Timesheets ❑ Personal Activity Reports (PARs) (if applicable) ❑ Other	N/A

© Tennessee Department of Education

Fiscal Management			
Monitoring Indicator		**Supporting Evidence**	**Required Uploads**
42	The grantee has a sustainability plan in place in the original application that discusses how the extended learning program will continue after funding ends. Citation: ESSA § 4204(b)(2)(D)(i)	❑ Written Sustainability Plan ❑ Other ❑ N/A	**Grantee:** Written Sustainability Plan from original application
43	If the grantee sub-contracts daily programming services to an outside entity, provide a narrative as to how the grantee provides oversight of the sub-contracted entity's programming to meet grant/contract requirements, how expenditures are monitored for allowability and appropriateness, and how the grantee ensures its policies and procedures are being met. Citation: TDOE ExL Program Manual	❑ Proof of communication with subcontractors (i.e., correspondence agendas, sign-in sheets, etc. ❑ Other Sub-contract documentation ❑ Expenditures ❑ Other ❑ N/A	N/A

Appendix E: Allowable Costs

Expenditures must be clearly tied to the goals and objectives of the project or program. Generally, **allowable expenses** include:

- Salaries for program personnel, including the project director, site coordinators, teachers, tutors, and educational assistants/paraprofessionals
- Supplies and materials required for the 21st CCLC program
- Travel to 21st CCLC trainings, conferences, and workshops
- Reasonable transportation for 21st CCLC activities

Some examples of non-allowable expenditures are:

- Agency level expenses, not directly or clearly related to programs
- Grant writing services or fees to prepare the application
- Bonuses or incentives for personnel, including cash or material items
- Entertainment (e.g., amusement, diversion, social activities)
- Some food (consult with extended learning program staff for specific guidance on determining when funds may be used to purchase food items)
- Incentives for students (e.g., prizes, plaques, t-shirts)
- Promotional or marketing items (e.g., flags, banners, t-shirts)
- Decorative items
- Interest or late payment fees on credit cards
- Purchases of facilities or vehicles
- Furniture, gift cards, textbooks, and workbooks
- Capital improvements (e.g., permanent buildings, fixtures, renovations)
- Lobbying
- Travel expenses for individuals not involved with the project
- Costs of entertainment, including amusement, diversion, and social activities, and any costs directly associated with such costs (e.g., tickets to shows or sports events, meals, lodging, rentals, transportation, gratuities)
- Supplanting federal, state, or local funds

This is not an all-inclusive list of allowable and non-allowable expenses. Grantees are expected to follow all guidelines for the administration of federal grant funds.

© Tennessee Department of Education

Appendix F: Sample Job Descriptions Page 1

Project Director Responsibilities

- Ensures program activities adhere to 21st CCLC grant requirements
- Reviews grant budget, goals and objectives, and establishes benchmarks for success each year
- Collects report card and assessment data for each student in the program to monitor progress
- Works with site coordinators to meet attendance goals and compliance with state and federal 21st CCLC guidelines
- Makes sure students are flagged in the student management system as 21st CCLC participants
- Oversees data collection/management activities
- Prepares mid-year and end-of-year reports
- Collects and enters the data for the Annual Performance Report (APR)
- Recruits, trains, and monitors staff, volunteers, and interns
- Works with the Tennessee Department of Education school-age childcare division to obtain a Certificate of Approval for all sites serving students for 15 hours or more per week
- Attends the summer symposium and multistate and other state-sponsored conferences
- Obtains 18 professional development hours each year
- Organizes professional development training for site coordinators and staff as it relates to grant goals and objectives
- Works with community partners to expand enrichment activities
- Disseminates annual surveys of stakeholders (i.e., parents, teachers, students). Analyze and share results with various stakeholders
- Works with site coordinators to resolve parent or personnel issues
- Evaluates program and program staff
- Develops operations policies and practices for the after-school program in cooperation with staff, youth, and parents
- Develops a sustainability plan and works toward program sustainability over the grant period

Appendix F: Sample Job Descriptions Page 2

Site Coordinator Responsibilities

- Responsible for the overall on-site management of the after-school program and compliance with state and federal 21st CCLC guidelines
- Supervises on-site extended learning staff
- Plans weekly/monthly activity schedule and maintains enrollment data and records
- Submits timesheets and expense receipts and reports achievement and disciplinary data for each student to the administration
- Resolves conflicts with students, parents, and staff members
- Trains staff in safety procedures and CPR
- Implements and documents regular safety drills, including fire, tornado, and lockdown
- Ensures site program meets all state and federal mandated requirements (i.e., site minimum hours per week of services)
- Completes and submits food and nutrition service records
- Ensures site participant data is accurate in the student management system

Teacher Responsibilities

- Helps students with homework and plans and implements engaging activities for school-age children in a developmentally appropriate manner
- Returns all after-school supplies to the appropriate location
- Works every week with core teachers in developing individualized plans for at-risk students
- Informs the site coordinator of absences as far in advance as possible
- Encourages parent involvement by facilitating communication with parents of participating students
- Performs other duties as assigned by the program director and site director

Appendix G: Budget Crosswalk

Crosswalk for Budget Line Items			
Category 73300	ePlan Budget Line Items		Notes
Salaries	105	Supervisor or Director	
	116	Teachers	
	162	Clerical Personnel	
	163	Educational Assistants	
	188	Bonus Payments	Not allowable
	189	Other Salaries & Wages	Bus drivers
	195	Certified Substitute Teachers	Not allowable
	198	Non-certified Substitute Teachers	Not allowable
Benefits and Taxes	201	Social Security	
	204	State Retirement	
	206	Life Insurance	
	207	Medical Insurance	
	208	Dental Insurance	
	210	Unemployment Compensation	
	212	Employer Medicare	
	299	Other Fringe Benefits	e.g., Disability insurance, other employer-paid insurance policies not listed above
Supplies	422	Food Supplies	Meals, snacks
	429	Instructional Supplies	Supplies used in the classroom
	499	Other Supplies & Materials	Office supplies, cleaning supplies
Telephone	599	Other Charges	
Postage & Shipping	599	Other Charges	
Occupancy	399	Other Contracted Services	Rent or mortgage payments
Equipment Rental	399	Other Contracted Services	
Professional fees	399	Other Contracted Services	Contracts for martial arts, music, and other
Vehicle Contracts	399	Other Contracted Services	Transportation, vehicle contracts to transport students
Equipment Maintenance	336	Maintenance & Repair Service (Equipment)	