



Department of  
**Education**

# Nita M. Lowey 21st Century Community Learning Centers FY24 Request for Applications

Tennessee Department of Education | March 2023

Application Due Date: April 14, 2023

Funding for this program is provided by the US Department of Education under Title IV, Part B of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act.<sup>1</sup>

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<sup>1</sup> Every Student Succeeds Act (ESSA), 20 U.S.C. § 6301 (2015), [Web](#).

# Acknowledgment

This request for applications (RFA) was developed in consultation with the following Tennessee Department of Education divisions: federal programs and oversight, special populations, college, career, and technical education, and general counsel. The University of Tennessee Social Work Office of Research and Public Service evaluation team also provided guidance in the development of the RFA.

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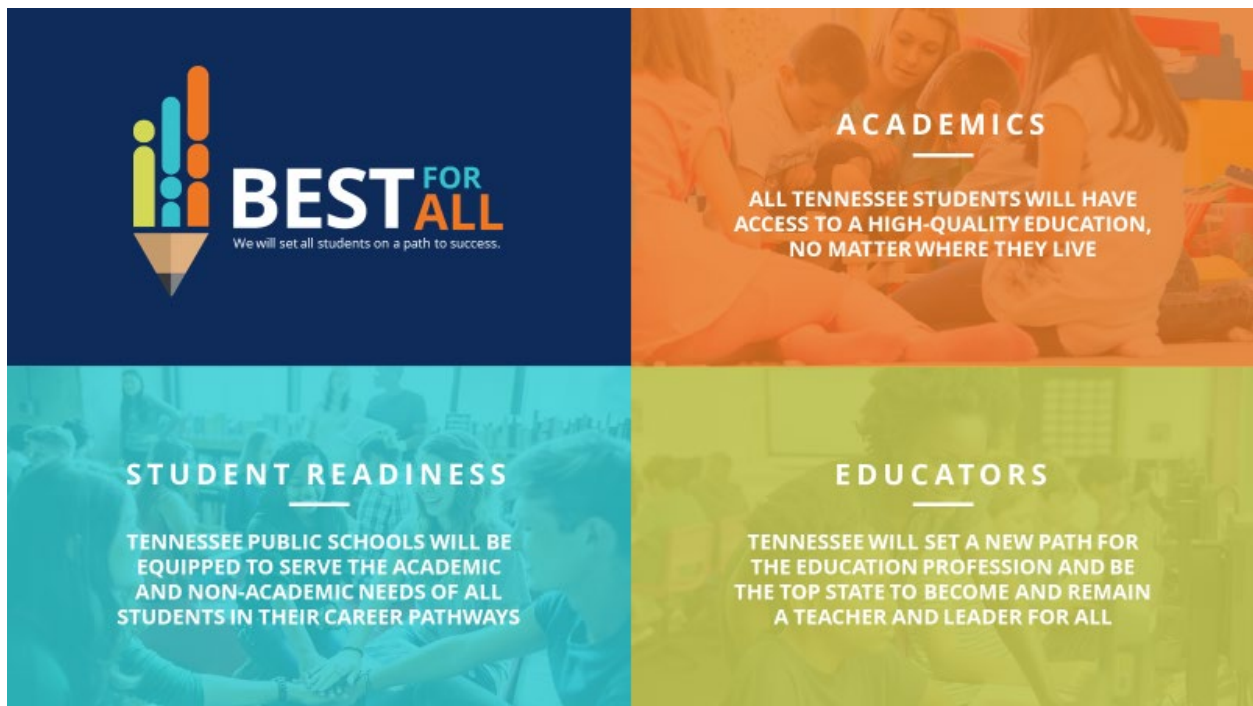
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# General Information

## **Background**

The Nita M. Lowey 21st Century Community Learning Centers (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)<sup>2</sup>

The overarching goal of the 21st CCLC program is to provide students—particularly students who attend schools in need of improvement—with academic enrichment opportunities and support services to help them meet state and local standards in the core content areas.



The 21st CCLC program goals are in alignment with the department’s Best for All strategic plan<sup>3</sup> specifically by providing academic and non-academic supports so that all students can have a high-quality education.

<sup>2</sup> ESSA, 20 U.S.C. § 6301.

<sup>3</sup> The *Best for All* strategic plan may be accessed [here](#).

## Approved Activities

21st CCLC grants provide a broad array of services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students. Such activities/programs may include:<sup>4</sup>

- Academic enrichment
- Well-rounded education activities, including credit recovery or attainment
- Literacy education
- Healthy and active lifestyle
- Services for individuals with disabilities
- Activities for English learners
- Cultural programs
- Telecommunications and technology education
- Parenting skills and family literacy
- Expanded library service hours
- Assistance to students who have been truant, suspended, or expelled
- Drug and violence prevention and counseling
- Science, Technology, Engineering, and Mathematics (STEM), including computer science
- Career competencies and career readiness

In addition, community learning centers may offer opportunities for literacy and related educational development to family members of participating students including school readiness activities for younger siblings of students being served.

## Eligible Applicants

School districts, community-based and faith-based organizations, and other public or private organizations proposing to serve students in Tennessee are eligible to apply for funding. The terms *applicant*, *agency*, and *organization* will be used throughout the application as a reference to all eligible entities. Applicants other than a school district must collaborate with the school(s) of the students to be served. Grant funds may *not* be used to support religious activities.<sup>5</sup>

Organizations that have not previously received grants from or provided contractual services on behalf of the State of Tennessee will be required to verify their ability to administer complex grant programs before being considered for funding. Grants will not be awarded to fund start-up organizations or programs. Applicants that have previously received department-administered extended learning funding are eligible to apply for additional grant funds. Prior grantees will be required to provide detailed information regarding the program's prior success in administering a 21st CCLC program, and evidence of sound fiscal management of the grant. The proposal submitted may not be a duplicate of the previous project; new strategies for serving students must be presented.

**Note:** All awardees must have Technology Professional Liability (Errors & Omissions) / Cyber Liability Insurance of \$1,000,000 and Crime Insurance of \$500,000. These requirements are in addition to Commercial General Liability Insurance, Workers' Compensation and Employee Liability Insurance, Automobile Liability Insurance, and Sexual Abuse and Molestation Insurance.

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<sup>4</sup> U.S. Dep't. of Educ., 21APR New GPRA Iterative Implementation Guide v.1.4.

<sup>5</sup> 34 C.F.R. § 76.532 (2004), [Web](#).



## ***Absolute Priority***

Grants will be awarded to programs that primarily serve students who attend schools with a high concentration of low-income students. This is specifically defined as schools eligible for designation as a Title I school-wide program. To be eligible for this designation, at least **40 percent** of the students attending the school must qualify to receive free or reduced-cost meals through the National School Lunch Program. This percentage may be accessed by locating the economically disadvantaged percentage for each school via the state's report card website.<sup>6</sup> Select the district, then the school to obtain the percentage. Applicants may also use school or district data to determine eligibility. The applicant should reference the source of economically disadvantaged data within the proposal. Priority will also be given to applicants proposing to meet all of the following:

- A. serve students who may be at risk for academic failure, dropping out of school, involved in criminal or delinquent activities, or who lack strong positive role models;
- B. serve students who primarily attend schools that are implementing comprehensive or targeted support and improvement; and
- C. serve the families of students described in parts (A) and (B).<sup>7</sup>

## ***Program Hours***

The 21st CCLC program year (PY) is July 1 – June 30. **All programs must provide services in a manner consistent with the state childcare guidelines<sup>8</sup> and meet the following service hour requirements:**

- Grades pre-K–6: Minimum 12–15 hours per week of programming
- Grades 7–12: Minimum 10–12 hours per week of programming

Programs that operate for 15 or more hours per week will work with the department's early learning division to receive a certificate of approval for operations. **All programs must be fully operational and serving students by Oct. 1.**

The target participation for **elementary** school students is **90–180 hours** of programming **per year**. For **middle and high school** students the target participation is **45–90 hours** per year.

## ***Expanded Learning Time***

An applicant may propose to use funds to provide expanded learning programs to support enrichment and engaging academic activities that:

- A. are included as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day;
- B. supplement but do not supplant regular school day requirements; and
- C. are carried out by entities that meet the eligibility requirements.<sup>9</sup>

**Applicants choosing the expanded learning time option must upload a detailed plan in the Related Documents section of the application in ePlan.** In the plan, the applicant must describe how the three components referenced above will be met.

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<sup>6</sup> The state's report card may be accessed [here](#).

<sup>7</sup> Additional competitive priorities can be found in the [Competitive Priority Points](#) section of the application.

<sup>8</sup> SBE Rule 0520-12-01 (2013), [Web](#).

<sup>9</sup> ESSA, 20 U.S.C. § 7174 (a)(2).

## Principles of Effectiveness

21st CCLC programs must be operated in a manner that follows the Principles of Effectiveness.<sup>10</sup> These principles include the expectation that programs:

- A. *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;*
- B. *be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and*
- C. *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.*

## Review Process

Applications are submitted through the department's ePlan grants management system. All complete applications meeting the program requirements and received by the department on or before the due date will be forwarded to a peer review committee. The committee will provide each application with a technical merit score based upon the review criteria and rubric.<sup>11</sup> Technical merit scores will serve as the foundation for grant award decisions.

The department determines the award amount using a funding formula that includes consideration of the number of students to be served, the amount requested, and prior history serving students.

Prior 21st CCLC grant recipients who have completed a grant cycle may re-compete for funding. Previous performance as a 21st CCLC grantee will be taken into consideration in the awarding of a new grant.

The department reserves the right to not award all grants, to negotiate specific grant amounts, and to select certain grantees regardless of points awarded if necessary to meet federal program requirements. The department may consider the relative availability of afterschool programming in an area when determining grant awards. **All awards are subject to the availability of federal funds. Grants are not final until the grant contract and/or grant award notification is executed.**

## Grant Awards and Renewability

Competitive grants are awarded for five years provided the project is achieving the desired outcomes for the students being served. The minimum awarded amount is \$50,000, with no maximum cap on project awards. Matching funds are not required. All awards are based on the availability of funding. Grantees not making significant progress towards performance goals may lose all or a portion of funding.

The five-year grants are non-renewable. At the end of the grant award cycle, the grantee will be required to reapply for funding. The department believes that the five-year grant award period gives the agency adequate time to implement program objectives and to make significant progress towards performance goals. Throughout the award period, the department provides ongoing training and technical assistance to support the continuous improvement of the programs.

Within the five years, the grantee will have the opportunity to apply for additional 21st CCLC funds to support new projects. The department also oversees the state-funded Lottery for Education Afterschool

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<sup>10</sup> ESSA, 20 U.S.C. § 7174(b)(2)(I).

<sup>11</sup> A copy of the scoring rubric can be found in [Appendix A](#).

Program (LEAP) grant. A competitive LEAP grant competition is held every three years. Existing 21st CCLC grantees are eligible to apply for these funds.

## ***Appeals Process***

Applicants that wish to appeal a grant award decision may submit a letter of appeal to the department's extended learning programs. Appeals are limited to the grounds that the department failed to conduct a rigorous peer review process as specified by the 21st CCLC guidelines.<sup>12</sup> Appeals based on a disagreement with the professional judgment of the grant reviewers will not be considered. Peer reviewers represent a diverse range of professions and are selected based on background and experience related to education, youth development, and extended learning programming. Award decisions are determined by the peer reviewer scoring; the department's role is to facilitate the process in accordance with state and federal policies and regulations. This includes reviewing requests for reconsideration.

The applicant must file a full and complete written appeal to request reconsideration. The letter must have an original signature of the authorized agent who submitted the application. The appeal should be emailed to [Extended.Learning@tn.gov](mailto:Extended.Learning@tn.gov) and addressed to: *Director, Extended Learning Programs Tennessee Department of Education, 710 James Robertson Parkway, Nashville, TN 37243.*

The department must receive the letter of appeal within 30 business days of the written notification of grant award announcement. The director of extended learning will forward the letter to the department's leadership team for review. The department's leadership team will provide a response to the applicant within 30 business days as to whether or not the appeal will be granted.

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<sup>12</sup> ESSA, 20 U.S.C. § 7171.



# Application Procedures

The application must be completed **online** through the department's grant management system, [ePlan](#). Applicants that do not currently have access to ePlan must submit a user access form<sup>13</sup> to obtain access for all individuals responsible for reviewing and submitting the application. Responsible parties include a grant director, fiscal representative, and authorized agency representative. The peer review process will not begin until each of these individuals has reviewed and approved the application.

**Applications are due in ePlan by April 14, 2023, at 11:59 p.m. CT. Paper copies of this application will not be accepted.**

**Public Notice:** Applicants are required to give public notice that the agency intends to apply for the 21st CCLC grant. Applicants will be required to describe how the public was notified. Notification may include posting the intent on the agency's website or social media outlets or an advertisement in the paper. The notification should include contact information for questions or comments.

## **Steps to applying:**

1. Submit user access forms to obtain access to the ePlan application for all responsible parties. **New user** access forms must be submitted by **March 3, 2023**.
2. Participate in a technical assistance workshop.
3. Enter information for all sections of the application in ePlan.
4. Upload all requested/related documents.<sup>14</sup>
5. Complete the *Assurances* section of the application.
6. Submit the application for approval within the agency (i.e., grant director approval, fiscal director approval, and agency director approval).

**Again, the application will not be forwarded for peer review until agency-level approval has been obtained. Plan accordingly. Allow for plenty of time for each agency representative to review and approve the application.**

## ***Technical Assistance***

The department will offer a live and recorded webinar for applicants. Details about the webinar will be shared as they become available.

**Questions about the application process should be sent to [Extended.Learning@tn.gov](mailto:Extended.Learning@tn.gov).**

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<sup>13</sup> User access forms for community-based organizations can be found [here](#), while LEA user access forms can be accessed [here](#).

<sup>14</sup> See the [Related Documents](#) section for details.

# Application Components

## ***Community Assets and Opportunities (10 points)***

Every community has challenges, and every community has assets that can be mobilized to help address those challenges. In this section, the applicant will describe the community assets that exist to support the project. According to the Center for Community Health and Development at the University of Kansas,

*A community asset (or community resource, a very similar term) is anything that can be used to improve the quality of community life. And this means:*

- *It can be a person...*
- *It can be a physical structure or place – a school, hospital, church, library, recreation center, social club... Or it might be a public place that already belongs to the community – a park, a wetland, or other open space.*
- *It can be a service that makes life better for some or all community members – public transportation, early childhood education center, recycling facilities, cultural organization.*
- *It can be a business that provides jobs and supports the local economy.*<sup>15</sup>

The applicant must describe:

- the process used to identify community assets, including the key stakeholders who were involved (e.g., parents, students, community members);
- the community assets that have been identified;
- the opportunities to improve the program experience for students and families; and,
- **broadly**, how the assets can be used to support the program.

**Note:** The applicant will have an opportunity to provide more detailed descriptions of how specific community assets will be mobilized in other sections of the application.<sup>16</sup>

## ***Project Design (50 points)***

The project design is the overall plan for implementing program activities and addresses the opportunities to better serve students and families that were identified in the community assets section. The applicant should provide a detailed description for how goals will be achieved as well as a clear picture of a typical day in the program.

**Note:** The applicant should provide evidence that the project design was developed in collaboration with key stakeholders (e.g., parents, students, agency/school leadership). For example, the applicant may want to mention if any strategic planning sessions or partner meetings were held during the course of preparing the application. There are three key areas to the Project Design section:

1. Prior history implementing an extended learning program
2. Program logistics
3. Performance goals and indicators

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<sup>15</sup> Center for Community Health and Development at the University of Kansas, Community Tool Box, Ch. 3, Sec. 8: Identifying Community Assets and Resources (1994), [Web](#).

<sup>16</sup> Additional resources for identifying community assets are the [Community Tool Box](#) and [Participatory Asset Mapping Toolkit](#).

**Prior history–New applicants:** New applicants should describe prior experience implementing extended learning programs. The applicant should also describe any history the organization has managing federal, state, or local grants.

**Prior history–Re-applicants:** Re-applicants should describe prior experience implementing the 21st CCLC grant including successes and lessons learned. The re-applicant should clearly identify the new components for the project that is ending (i.e., the project that is in its fifth year of funding). A new project component may include additional program activities (i.e., activities that were not available to students or families in prior project years) and/or an expansion of the program into different target areas (i.e., adding program sites or serving another grade level).

#### **Program logistics:**

- **Student recruitment and retention:** The applicant must describe who will be served and the process for student recruitment and retention. The applicant must describe what data will be used to determine student participation in the program.<sup>17</sup>
- **Program schedule and transportation:** A program schedule that includes the hours of operation should be provided as well as a description of how students will be transported to and from the program. Note, 21st CCLC sites must be established in elementary, secondary schools, or in any other location that is *at least as available and accessible to students as the school they attend*. Providing safe transportation to the 21st CCLC location and home is a federal requirement. All programs/sites must establish a plan for the safe transportation of participants and explain that procedure in the proposal, such as bus transportation, parent pick-up, or walking. All programs will be expected to provide services in a manner consistent with state child care guidelines.<sup>18</sup>
- **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.<sup>19</sup> Program funds should not be spent on unhealthy snacks or foods during participant or family engagement activities.<sup>20</sup>  
Physical activity needs to be balanced with good nutrition in order to create a healthy learning environment. After-school 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 participation in physical activities as part of the program design, as well as promote improved nutritional habits of program participants.<sup>21</sup>
- **Special needs/private school students:** Students with special needs who attend targeted schools are eligible to participate in 21st CCLC programs and inclusivity is encouraged. Consultation with district special education staff is recommended as materials, staffing, or transportation assistance might be possible depending upon a student's individualized education plan.  
Private school students who are part of the same target population as students receiving 21st CCLC services are also eligible to participate. Agencies should communicate with private schools

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<sup>17</sup> Students must meet the eligibility guidelines mentioned in the [Absolute Priority](#) section of the application.

<sup>18</sup> SBE Rule 0520-12-01 (2013), [Web](#).

<sup>19</sup> 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](#).

<sup>20</sup> See the [Additional Resources](#) section for a listing of allowable costs.

<sup>21</sup> U.S. Dep't. of Ag., Dietary Guidelines for Americans, 2020-2025, [Web](#). See ideas [here](#).

prior to proposal submission and throughout the life of the grant. **Non-school district applicants must include signed copies of the consultation with private schools form with the application.**<sup>22</sup> School districts must indicate on the private school survey (found in ePlan) if a particular school will participate in 21st CCLC services. Districts must complete the private school survey each year of the grant.

**Performance goals and indicators:** The department has established a set of performance goals and indicators as a part of the statewide evaluation of 21st CCLC programs. Beginning with the 2021-22 program year (PY), all 21st CCLC programs will collect and report outcome data for new performance measures established by the U.S. Department of Education (ED) according to the Government Performance and Reporting Act (GPRA).<sup>23</sup> Some GPRA measures only apply to students in certain grades. Applicants are not expected to serve students in all grade levels. The 21st CCLC GPRA measures are:

1. **Academic Achievement – State Assessments:** Percentage of students in grades 4 -8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts and math on state assessments.
2. **Academic Achievement – GPA:** Percentage of students in grades 7-8 and 10-12 attending 21st CCLC during the school year and summer with a prior year unweighted GPA of less than 3.0 who demonstrated an improved GPA.
3. **School Day Attendance:** Percentage of students in grades 1-12 participating in 21st CCLC programming during the school year and had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.
4. **Behavior:** Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
5. **Engagement in Learning:** Percentage of students in grades 1-5 participating in school year and summer who demonstrated an improvement in teacher-reported engagement in learning<sup>24</sup>.

Performance targets for this application were based on GPRA measures and statewide data collected during prior program years. A chart of the performance goals and indicators is listed below. Each performance goal aligns with a specific aspect of the department's strategic plan. Indicators are the tools that will be used to measure progress towards goals. The indicators are pre-established and, in some cases, include department-developed instruments such as teacher and parent surveys that will be provided to the grantee.

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<sup>22</sup> See [Appendix B](#) for required documentation.

<sup>23</sup> U.S. Gov't. Accounting Off., Results-Oriented Government: GPRA Has Established a Solid Foundation for Achieving Greater Results (2004), [Web](#).

<sup>24</sup> U.S. Dep't. of Educ., 21APR New GPRA Final Implementation Guide v.1.5. (May 9, 2022), [Web](#).

<b>Performance Goal 1: All students will reach high academic standards demonstrating growth in reading/language arts and mathematics.</b>	
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.
<b>Performance Goal 2: All students will reach high academic standards demonstrating growth in all subjects.</b>	
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.
<b>Performance Goal 3: The percentage of students who are chronically absent from school will decrease.</b>	
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.

<b>Performance Goal 4: All students will exhibit positive behavior changes that support academic and social growth.</b>	
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.
<b>Performance Goal 5: All students will continuously be engaged in their learning.</b>	
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.
<b>Performance Goal 6: Family engagement will be embedded in the entirety of the program.</b>	
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 (TDOE 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 overall high level of satisfaction with the quality of provided services.



<b>Performance Goal 7: Early learners will reach high academic standards demonstrating growth in Reading.</b>	
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.

Federal guidelines for 21st CCLC grantees require programs to engage in local evaluation efforts annually, with the intent that those efforts contribute to continuous program improvement. Beginning with the 2023-24 program year (PY), all 21st CCLC programs are required to develop and measure progress towards site-identified goals (a grantee operating multiple sites, can combine findings in one product that includes all sites as long as evaluation results are reported/differentiated at the site level). Data that informs local evaluation reporting can be from TN-ELAP (e.g., state assessment scores, GPAs, absenteeism), survey results from reports received from state evaluator (e.g., students, families, teachers), and/or data gathered by the program highlighting unique outcomes and impact (e.g., more in-depth data for a specific population a site serves, community partner data). Each program is required to develop at least one performance measure with quantifiable outcomes (i.e., SMART goals) related to any three of the state's Strategic Plan goals that align with the state's extended learning performance measures (access to a high-quality education; serve academic and non-academic needs). Sites can decide to measure and report on additional elements that help tell their success story. Submission of findings will be required at the end of November for the previous year. Annual evaluation reports should be publicly shared (e.g., electronic or printed dissemination of full product or key highlights, presentation with key stakeholders).

In this section, the applicant should describe the following:

1. Specific program activities that will be implemented to address each performance goal and target;
2. Relevant professional development activities pertaining to each goal;
3. How progress towards performance goals will be shared with stakeholders such as family members, students, and school/community partners; and
4. Capacity for local evaluation requirement (identify internal staff member(s) and description of qualifications/relevant experiences).

## ***Partnerships (10 points)***

Establishing partnerships with other organizations is a very important aspect of this program. Community-based organizations should form partnerships with the schools of students being served. School districts should form partnerships with a community agency to enhance the program. Partnerships with existing extended contract services such as Title I, special education, or other school-based programs could help provide the required academic components of the 21st CCLC program. Grantees should also seek out community partners such as parks and recreation centers, youth organizations, museums, civic, or

volunteer groups to assist with non-academic programming. Senior citizens groups (or individuals) may also volunteer to assist with the program.

In this section, the applicant should describe how partnerships have or will be formed to carry out the project goals. A signed copy of the memorandum of agreement with the school district(s) must be completed and submitted with the application as well a statement of collaboration and partnership agreement form for each partner.<sup>25</sup> It is important that the applicant clearly describes the role and responsibilities of each partner. General statements such as the partner will provide leadership and guidance is insufficient. Specifically, the applicant should describe the **services offered** by the partner, the **frequency** of such services, and how frequently **partnership meetings** will occur.

If the applicant plans to work with senior citizens or other volunteers, then a description of how the organization will encourage and utilize these volunteers should also be included in this section of the application.

### ***Sustainability (10 points)***

Applicants are asked to describe the process for continuing the project after grant funding is no longer available. The sustainability plan should be detailed. General statements about seeking other grants are insufficient. The applicant should discuss how other funds will be leveraged to continue the program and how partnerships can be utilized to defray some program expenses in the future. Any use of operating funds to finance the project should also be mentioned. The applicant should include in this section a list of in-kind contributions that includes the source and approximate dollar amount.

As a part of the sustainability plan, applicants may propose to generate program income or collect program fees. The federal guidelines for these activities are outlined in the next section of the application.

### **Program Income and Fees**

Program Income is the gross income earned by the state or subgrantee/grantee that is directly generated by a supported activity or earned as a result of the federal award (21st CCLC) during the period of performance.<sup>26</sup>

A simple definition of sub-recipient/grantee program income is revenue generated as a direct result of the 21st CCLC award and that is in addition to the federal funds provided by the state through its competitive grant application process.

Subgrantees request approval from the U.S. Department of Education (ED) to review, approve or deny requests to generate program income.

Subgrantees planning to generate program income should plan ahead to accommodate this process. Requests must be submitted in writing to the department by April 14, 2023.<sup>27</sup>

**Example of grantee program income:** A Tennessee grantee wants to sell healthy snacks at afterschool events and re-invest the proceeds into its 21st CCLC program. If 21st CCLC program funds were used to purchase the snacks and other materials, then the revenue generated would be considered program income. In order to invest the program income into the 21st CCLC program, the grantee must first submit a request for written prior approval to earn program income and to invest the program income into its 21st

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<sup>25</sup> See [Appendices C-D](#) for required documentation.

<sup>26</sup> 2 C.F.R. § 200.80 (2013), [Web](#).

<sup>27</sup> See [Appendix H](#) for more information.

CCLC program. Upon receiving written approval from ED, the sub-recipient/grantee may generate and re-invest program income into its program.

## **Program Fees**

Program fees are permissible only by approval from ED. Per federal program guidance, fees may only be used to fund activities specified in the grant application.<sup>28</sup>

Program fees should be nominal. **No child can be excluded from the program if the student's family is incapable of paying the fee.**

## ***Budget (20 points)***

The agency will submit a **one-year** budget that covers expenses for the fiscal year, July 1–June 30. 21st CCLC funds are administered as **reimbursement grants**, meaning the grantee delivers services and is reimbursed for the actual approved expenditures. Agencies should possess the fiscal capacity to manage the cash flow challenges presented by this type of grant process. For CBOs with no prior history as a contractor with the department, it can take several months after the award notification to establish payment routines. **Grantees are encouraged to maintain two to three calendar months operating capital to provide programming between payment requests.**

Grantees are expected to follow all guidelines for the administration of federal grant funds. Grantees should refer to the Education Department General Administrative Regulations (EDGAR)<sup>29</sup> and Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards<sup>30</sup> for guidance.

The following sections outline **key things to consider** when preparing the project budget.

## **Supplement not Supplant**

Funds received under this program may only be used to supplement and not supplant federal, state, and local funds that would otherwise be available and used for program expenditures.

## **Allowable Costs**

When determining if charges are allowed/appropriate for a federal grant, consider if the expenses are:<sup>31</sup>

- 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

## **Per Student Allocation and Participation**

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<sup>28</sup> See [Appendix H](#) for more information.

<sup>29</sup> U.S. Dep't. of Educ., Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations (2015), [Web](#).

<sup>30</sup> 78 Fed. Reg. 78,589 (Dec. 26, 2013).

<sup>31</sup> 78 Fed. Reg. 78,589; Examples of allowable and unallowable expenditures can be found in [Appendix E](#).

The per-student allocation varies depending upon whether or not transportation to and/or from the program site is provided. For applicants planning to **provide transportation**, the per-student allocation is **\$1,750**. If **transportation will not be provided**, the per-student allocation is **\$1,500**.

The department uses the allocation formula to determine the expected number of students to be served under a grant award. For example, a grantee that receives a \$100,000 award and provides transportation would be expected to serve 57 students per year (\$100,000/\$1,750). If no transportation is provided, the grantee would be expected to serve 67 students per year (\$100,000/\$1,500).

Applicants proposing to provide **out of school time career pathways** opportunities as detailed in the Competitive II Priority section may budget up to **\$2000** per student for these activities.<sup>32</sup> See the section for more details.

Again, the target participation for **elementary** school students is **90–180 hours** of programming **per year**. For **middle and high school** students, the target participation is **45–90 hours** per year.

## Salaries/Wages

In the budget narrative, it is important to distinguish which employees will be providing direct services to students and which staff members will be performing administrative tasks. For example, a lead teacher, enrichment instructor, or tutor provides direct services to students. Administrative tasks may include preparing reports, hiring staff, and managing the project budget. For full-time equivalent (FTE) employees, the applicant should explain the process for determining what percentage of the employee's time will be spent on grant activities. The applicant should clearly describe how all staff including agency administrators, if applicable, support the achievement of the project goals.

**Note:** An allocable portion of overtime pay for eligible participants may be charged to the grant. The applicant should consult with the agency's fiscal director for guidance in this area.

## Professional Development and Childcare Guidelines

The key personnel for any extended learning program includes the project director, site coordinator, and teacher.<sup>33</sup> Experience indicates that high-quality staff development is an essential element in an effective 21st CCLC program. In addition to activities that may be provided locally, each application should budget to send a representative to state trainings/meetings. Applicants should refer to the child care rules<sup>34</sup> for specific requirements related to staffing and professional development.

**All agencies must adhere to the childcare rules and budget for employee background checks and screenings.** Applicants must ensure that any person having direct access to children, will be in the presence of children or will be present on school grounds while children are present meet all background check requirements, including all employees, volunteers, and contractors. The agency shall maintain documentation that these individuals have satisfactorily completed and cleared a background check. If applicable, these checks shall comply with all Tennessee laws including T.C.A. § 49-5-413.

## Technology

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<sup>32</sup> See the [Competitive Priority II](#) section for more details.

<sup>33</sup> Sample job descriptions can be found in [Appendix F](#).

<sup>34</sup> SBE Rule 0520-12-01 (2013), [Web](#).

**Technology items must be approved by extended learning staff prior to purchase.** These funds are not meant to be used as a technology grant. Typically, approval is granted for no more than 10 items per project year (e.g., e-readers, iPads, computers). This limit also applies to multisite programs.

Agencies must complete a technology request form and obtain a minimum of three bids/quotes for the items being requested. The technology request form should be sent to extended learning staff members for review/approval. Justification must demonstrate that the requested items are necessary for the successful implementation of program activities and affect student success.

## Capital Purchases

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

## Indirect Costs

The department has been given the authority by the U.S. Department of Education 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 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.

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.

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

1. Project Timeline
2. Budget Line Items
3. Budget Narrative

**Project Timeline:** In this section, the applicant will describe the project timeline for the first year of the program. The timeline should delineate when activities will begin, project milestones, and responsible party(ies). Project milestones should be based on the proposed activities that will be implemented to achieve the performance goals. It is not necessary to identify all project activities. The applicant may use a project chart to outline this information. Here is an example:

Date	Project Milestone	Responsible Party
July 2023	Site directors hired for each program location	Project director
August 2023	Staff math interventions training completed	Project director, site director
September 2023	Student benchmark data collected	Project director, site director

**Budget Line Items:** The applicant will select the appropriate line item for each program expense.<sup>35</sup>

**Budget Narrative:** For each line item, the applicant will 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 should provide as much detail as possible in the narrative. The applicant should "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.

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<sup>35</sup> A crosswalk of ePlan line items can be found in [Appendix G](#).



## ***Competitive Priority I (5 points)***

Competitive priority is given to applications that both propose to serve students who attend schools identified as a *Priority School*<sup>36</sup> and that are submitted jointly between at least one district receiving funds under Title I, Part A and at least one public or private community organization.<sup>37</sup>

To receive *Priority Points*, the proposal and the collaboration form should clearly describe the partnership between a community-based agency and a school/district as evidenced by:

- collaboration in the planning and design of the programming;
- each partner has a significant role in the delivery of programming; and
- each partner plays a role in the management of the program.

## ***Competitive Priority II (5 points)***

Competitive priority points will be awarded to applicants that propose to do one or more of the following:

- Provide work-based learning opportunities for students during extended learning/out of school time
- Provide opportunities for students to prepare and sit for industry-recognized certification exams
- Provide opportunities for career exploration

**Note:** Grant funds may be used to **supplement** but not supplant existing opportunities. For example, the applicant may offer students the opportunity to earn AWS certification in welding if the course is not available during the regular school day.

Applicants may budget up to **\$2000 per student/** per year to provide these experiences. Funds may be used to pay for the following:

- tours of industry
- instructor wages
- instructional supplies and materials
- test materials
- test fees
- transportation

This is **not an exhaustive list** of allowable expenditures. If awarded funding, the department will review and approve all budgets.

Applicants are encouraged to work with districts' college and career technical education professionals as well as industry and community partners to plan program activities.<sup>38</sup>

## ***Competitive Priority III (10 points)***

There are numerous health factors that contribute to student chronic absenteeism, including physical health conditions. According to the most recent Tennessee Public School BMI Report, nearly 40% of all Tennessee students are overweight or obese.<sup>39</sup> According to the annual Tennessee School Health Services Report, 14% of all Tennessee students have been diagnosed with a chronic illness or disability.<sup>40</sup> Research

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<sup>36</sup> ESSA, 20 U.S.C. § 6318.

<sup>37</sup> ESSA, 20 U.S.C. § 7174(a)(2).

<sup>38</sup> See the [Additional Resources](#) section for more information about work-based learning and college and career technical education in Tennessee.

<sup>39</sup> Tennessee Dep't of Educ., Tennessee Public Schools: A Summary of Weight Status Data, 2019-20 (2021). [Web](#).

<sup>40</sup> Tennessee Dep't of Educ., Annual School Health Services Report (2022), [Web](#).

shows that regular participation in afterschool programming is associated with (1) improved health, (2) decreased body fat, and (3) lower unexcused absences. Competitive priority points will be awarded to applicants proposing to prioritize adolescent physical health issues. Applicants must describe in detail how health will be a priority. This can be through activities, staff development, health and wellness curriculum, family engagement, food and nutrition focus, or others.

The applicant may choose to describe the types of activities that will be offered in the chronic absenteeism or family engagement performance goals sections of the application, as well as in the competitive priority points section.

### ***Competitive Priority IV (3 points)***

The department wants to serve as many students as possible in extended learning programs throughout the state. To expand the geographic distribution of programs, priority points will be awarded to applications that propose to serve students in the following counties: **Benton, Chester, Dickson, Franklin, Houston, Meigs, Moore, and Montgomery**. Students in these counties have limited or no access to a 21st CCLC or LEAP program.

### ***Competitive Priority V (5 points)***

The department's commitment to ensuring that all students have access to a quality education regardless of where they live includes access to quality extended learning programs. To that end, priority points will be awarded to programs that will serve students in the following distressed counties: Lake, Hardeman, Perry, Clay, Grundy, Bledsoe, Morgan, Scott, Hancock and Cocke.<sup>41</sup>

### ***Competitive Priority VI (2 points)***

Competitive priority is given to programs serving middle and high school students. Applicants must describe recruitment and retention strategies. Past applicants must describe previous average attendance based on Extended Learning Afterschool Programs (ELAP) data.

#### **Related Documents**

Applicants must include the following documents with the grant application:

- ☐ Consultation with private schools form(s) (community-based organizations only)
- ☐ 501(c)(3) determination letter (community-based organizations only)
- ☐ IRS 990 (community-based organizations only)
- ☐ Most recent audit or financial review (all applicants). If a financial audit or review has not been conducted in the last two years, then the applicant must submit a current copy of the organization's operating budget.
- ☐ Proof of Unique Entity Identifier (UEI) and System for Award Management (SAM) registration (all applicants)<sup>42</sup>
- ☐ Memorandum of Agreement (all applicants)<sup>43</sup>
- ☐ Partnership Agreement forms (all applicants)<sup>44</sup>
- ☐ Plan for offering Expanded Learning Time (if applicable)

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<sup>41</sup> More information about distressed counties may be found [here](#).

<sup>42</sup> For more information about UEI, visit the SAM.gov website [here](#).

<sup>43</sup> See [Appendix C](#) for required documentation.

<sup>44</sup> See [Appendix D](#) for required documentation.

- ☐ Request for generating program income and/or collecting program fees (if applicable) and approval/denial from ED<sup>45</sup>

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<sup>45</sup> This request will be made via uploading the request to the Related Documents section of the funding application. See [Appendix H](#) for required documentation.

# Performance Measures

It is essential that agencies have the capacity to access and collect appropriate progress report and evaluation data. All funded 21st CCLC sites must participate in a rigorous evaluation process that will include the collection of attendance, academic achievement, and disciplinary information for the students served. In addition, all sites must submit the Annual Performance Report for 21st CCLC developed by ED.

As a part of the evaluation process, local CCLC staff will enter program information in the state-sponsored data collection system and participate in the 21st CCLC statewide evaluation activities. In order to track student enrollment and academic and discipline information via the student information system package (SIS), grantees should work with assigned school/district personnel to “flag” program participants in the SIS package for 21st CCLC under student classification. The memorandum of agreement between the agency and the school district articulates the need for cooperation in identifying and flagging these students.

## Compliance Monitoring

### ***On-site Monitoring***

On-site monitoring of grantees is completed by the extended learning program staff. Grantees are selected for on-site monitoring using risk assessment data. The risk assessment data is based on performance indicators including, but not limited to, prior audit findings, timely drawdown of grant funds, timely submission of grant reports and data, and significant change in grant personnel. At the conclusion of the visit, the grantee receives a copy of the completed monitoring tool, along with a corrective action plan, if needed.

### ***Desktop Monitoring***

Four 21st CCLC grantees will be selected per month for desktop monitoring. Selected grantees will provide all supporting documentation for a single reimbursement request. Departmental extended learning staff will review documentation and follow up if there are any questions or corrective action needed.

If unallowable costs are found during the monitoring process, a corrective action letter will be issued citing the amount of the unallowable costs. The grantee will be required to repay the funds 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 sent to the extended learning programs director. The appeal packet should contain materials that support the appeal. Departmental extended learning program staff will review the materials and will notify the appellant within five business days of the outcome of the appeal.

### ***Certificate of Approval***

Under the Standards for School Administered Child Care Program, subgrantees receiving 21st CCLC and/or Lottery for Education: Afterschool Programs (LEAPS) funds and/or are LEA-administered out of school time programs that operate 15+ hours a week will work with the department’s early learning division to obtain a certificate of approval.

# Contact

Extended Learning, [Extended.Learning@tn.gov](mailto:Extended.Learning@tn.gov)

TN Extended Learning Website, [Extended Learning and Afterschool Programs \(tn.gov\)](https://www.tn.gov/extended-learning)

## Additional Resources

- [21st Century Community Learning Centers Legislation](#)
- Health Priority Points:
  1. Philp, K. D., & Gill, M. G., Reframing After-School Programs as Developing Youth Interest, Identity, and Social Capital: Policy Insights from the Behavioral and Brain Sciences, (2020), [Web](#).
  2. Vinson, M., & Hutson, M., Rhode Island 21st Century Community Learning Center Program Evaluation: Descriptive Report (2014), [Web](#).
  3. Yin, Z., Moore, J., Johnson, M. *et al.*, The Medical College of Georgia FitKid Project: The Relations Between Program Attendance and Changes in Outcomes in Year 1 (2005), [Web](#).
- [Tennessee Department of Education Work-Based Learning](#)
- [Tennessee Pathways](#)
- [Tennessee Promoted Students Industry Credentials](#)
- [Work-Based Learning FAQ](#)
- [You for Youth, Online Professional Learning and Technical Assistance for 21st CCLCs](#)

# Appendix A: Scoring Rubric

The following selection criteria will be used to evaluate the grant application. The total points are **100** for all criteria. An additional **30** priority points are available to applicants. Priority points will be added separately. The maximum score for each criterion is located in parentheses. Indicate the score for each criterion as well as the strengths and weaknesses in each section.

Selection Criterion	Maximum Points	Assigned Points
<b>Community Assets</b> – The applicant describes: <ol style="list-style-type: none"> <li>the process used to identify community assets including the key stakeholders who were involved such as parents, students, community members, etc.;</li> <li>the community assets that have been identified;</li> <li>the opportunities to improve the program experience for students and families; and</li> <li><b>broadly</b>, how the assets can be used to support the program.</li> </ol> <b>Key Component:</b> There should be evidence that there was a collaborative process for identifying community assets.	10	
	Strengths	Weaknesses

Selection Criterion	Maximum Points	Assigned Points
<b>Project Design</b> – The applicant: <ol style="list-style-type: none"> <li>Describes how project activities utilize and build on community assets</li> <li>Describes the prior history in managing federal, state, and local funds</li> <li>Describes successes and lessons learned (re-applicant only)</li> <li>Identifies how the proposed project activities are new (re- applicant only)</li> <li>Provides detailed description of how many students will be recruited to participate in program ensuring that students meet the eligibility requirements</li> <li>Provides a program schedule that includes the hours of operation</li> <li>If applicable, provides a plan for</li> </ol>	50	
	Strengths	Weaknesses



<p>implementing Expanded Learning Time</p> <ol style="list-style-type: none"> <li>8. Describes how students will be transported to and from the program</li> <li>9. Describes the types of physical fitness activities that will be offered</li> <li>10. Describes how special education and/or private school students will be eligible to participate in the program</li> <li>11. Describes specific program activities that will be implemented to address each performance goal</li> <li>12. Describes the professional development activities that will be implemented that are relevant to each performance goal</li> <li>13. Describes how progress towards performance goals will be shared with stakeholders such as parents, students, and school/community partners</li> </ol> <p><b>Key Components:</b> The applicant provides the overall vision for the project and an overview of a typical day in the program. The applicant demonstrates that the project design was developed in collaboration with stakeholders. The proposed activities are relevant to the performance indicators and can be reasonably completed within the grant period.</p>		
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Selection Criterion	Maximum Points	Assigned Points
<b>Partnerships</b> – The applicant: <ol style="list-style-type: none"> <li>1. Describes the specific roles and responsibilities of each partner</li> <li>2. Describes the frequency of services offered by the partner</li> <li>3. Describes how often partner meetings will occur</li> <li>4. Provides a signed copy of the memorandum of agreement with school district of the students to be served</li> <li>5. Provides signed copies of statements of collaboration and partnership</li> </ol> <b>Key Components</b> – Partnerships are meaningful and point back to the community assets and the work to be done in reaching performance goals.	10  Strengths	Weaknesses

Selection Criterion	Maximum Points	Assigned Points
<b>Sustainability</b> – The applicant: <ol style="list-style-type: none"> <li>1. Describes how other grants or funds will be leveraged to sustain the program</li> <li>3. Describes how partnerships will be utilized to continue the program Describes how current operating funds will be used to support the program</li> <li>4. Includes a description of in-kind contributions</li> <li>5. If applicable, includes a plan for generating program income and collecting program fees.</li> </ol> <b>Key Component:</b> The sustainability plan is detailed and goes beyond generalities such as applying for additional grants to support the program. A list of in-kind contributions has been included. If applicable, the applicant has included a detailed plan for generating program income and collecting program fees.	10  Strengths	Weaknesses

Selection Criterion	Maximum Points	Assigned Points
<b>Budget</b> – The applicant: <ol style="list-style-type: none"> <li>Provides a project timeline for key activities that includes dates and parties responsible</li> <li>Distinguishes between staff members who will provide direct services to students and those who will function in an administrative capacity</li> <li>Describes how each staff member or administrative position that will be paid with grant funds supports the achievement of the project goals</li> <li>Prepares a budget that is consistent with the total number of students to be served and the per-student allocation               <ol style="list-style-type: none"> <li>\$1500 without transportation</li> <li>\$1750 with transportation</li> <li>\$2000 if providing WBL or certification programming</li> </ol> </li> <li>Provides detailed budget narrative including calculations for line item amounts</li> </ol> <p><b>Key Components:</b> Line item expenses are reasonable and necessary for carrying out the project. The proposed expenses are allowable and meet the supplement/supplant rule.</p>	20	
	Strengths	Weaknesses

Competitive Priority I	Maximum Points	Assigned Points
Competitive priority is given to applications that both propose to serve students who attend schools identified as a <i>Priority School</i> <sup>46</sup> <b>and</b> that are submitted <b>jointly</b> between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization.	5	
	Strengths	Weaknesses

<sup>46</sup> ESSA, 20 U.S.C. § 6318.

Competitive Priority II	Maximum Points	Assigned Points
<p>Competitive priority points will be awarded to applicants that propose to do one or more of the following:</p> <ul style="list-style-type: none"> <li>• Provide work-based learning opportunities for students during extended learning/out of school time</li> <li>• Provide opportunities for students to prepare and sit for industry-recognized certification exams</li> <li>• Provide opportunities for career exploration</li> </ul> <p><b>Note:</b> Grant funds may be used to <b>supplement</b>, but not supplant, existing opportunities.</p>	5	
	Strengths	Weaknesses

Competitive Priority III	Maximum Points	Assigned Points
<p>Competitive priority points will be awarded to applicants proposing to address youth health issues. The applicant may choose to describe the types of activities that will be offered in the chronic absenteeism or family engagement performance goals sections.</p>	10	
	Strengths	Weaknesses

Competitive Priority IV	Maximum Points	Assigned Points
<p>The department aims to serve as many students as possible in extended learning programs throughout the state. To expand the geographic distribution of programs, priority points will be awarded to applications that propose to serve students in the following counties: Benton, Chester, Dickson, Franklin, Houston, Meigs, Moore, and Montgomery. These counties have traditionally not had 21st CCLC or LEAPs programs.</p>	3	
	Strengths	Weaknesses

<b>Competitive Priority V</b>	<b>Maximum Points</b>	<b>Assigned Points</b>
The department's commitment to ensuring that all students have access to a quality education regardless of where they live includes access to quality extended learning programs. To that end, priority points will be awarded to programs that will serve students in the following distressed counties: Lake, Hardeman, Perry, Clay, Grundy, Bledsoe, Morgan, Scott, Hancock and Cocke.	5	
	Strengths	Weaknesses

<b>Competitive Priority VI</b>	<b>Maximum Points</b>	<b>Assigned Points</b>
Competitive priority is given to programs serving middle and high school students. Applicants must describe recruitment and retention strategies. Past applicants must describe previous average attendance based on Extended Learning Afterschool Programs (ELAP) data.	2	
	Strengths	Weaknesses

# Appendix B: Documentation of Private School Consultation Title IV, Part B Nita M. Lowey 21st Century Community Learning Centers

**Only non-school district applicants should complete this form. Copy the form as needed.**

The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act<sup>47</sup> requires that consultation occurs between the local education agency and private school officials. Any private school located within the boundaries of schools to be served using 21st Century Community Learning Centers (CCLC) funds is eligible to participate in grant activities. Consultation between the grantee and the private school should be ongoing. The provision states:

*(1) IN GENERAL.—to ensure timely and meaningful consultation, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity shall consult with appropriate private school officials. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, on issues such as— (A) how the children’s needs will be identified; (B) what services will be offered; (C) how, where, and by whom the services will be provided; (D) how the services will be assessed and how the results of the assessment will be used to improve those services; (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the amount of funds available for those services, and how that amount is determined; (F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers; and (G) whether the agency, consortium, or entity shall provide services directly or through a separate government agency, consortium, or entity, or through a third-party contractor; and (H) whether to provide equitable services to eligible private school children— (i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(C) based on all the children from low-income families in a participating school attendance area who attend private schools; or (ii) in the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(C) based on the number of children from low-income families who attend private schools.*

We agree that timely and meaningful consultation with appropriate private school officials occurred before the agency made decisions that affected the participation of eligible private school students in the 21st CCLC program.

During the projected term of the grant, July 1, 2023 – June 30, 2028, the private school:

- ☐ will participate in the 21st CCLC program
- ☐ will not participate in the 21st CCLC program

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<sup>47</sup> ESSA, 20 U.S.C. § 6301.



Name of Private School: 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.
Private School Authorized Signature:	Date: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: Memorandum of Agreement

MEMORANDUM of AGREEMENT	
<b>Applicant Agency:</b> Click or tap here to enter text.	
<p>I understand that the above agency plans to submit a 21st Century Community Learning Centers Program (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:</p> <ol style="list-style-type: none"> <li>1. To provide ongoing opportunities for meaningful communication between the school staff and the 21st CCLC program staff;</li> <li>2. To provide opportunities for school staff and 21st CCLC Program staff to plan, coordinate, and integrate curricular needs within the afterschool activities;</li> <li>3. To assist in tracking student enrollment, academic and discipline information via the student information system package (SIS). <u>To this end, 21st CCLC staff will need assistance in obtaining the state-issued student identification number.</u> Assigned school/district staff will receive participant enrollment information from the 21st CCLC program staff once per semester and will “flag” program participants in the SIS package for <b>21st CCLC</b> under student classification; and</li> <li>4. To assist in obtaining all relevant student data 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 21st CCLC program staff to obtain parental/legal guardian consent for the sharing of student information. The school/district shall ensure that 21st CCLC program staff maintain student confidentiality of records within the guidelines of state and federal requirements.</li> </ol>	
Certification of Participation of School or District	
Name of School or District: 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: 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 Group/Organization: Click or tap here to enter text.	<u><b>Description of Services and/or Support to be provided.</b></u>
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 Partner Group/Organization: Click or tap here to enter text.	<u><b>Description of Services and/or Support to be provided.</b></u>
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 E: Allowable Costs

Expenditures must be clearly tied to 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 21st CCLC program
- Travel to 21st CCLC trainings, conferences, and workshops
- Reasonable transportation for 21st CCLC activities
- Fees associated with required criminal background checks

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.<sup>48</sup>

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<sup>48</sup> Grantees should refer to the Education Department General Administrative Regulations [here](#) and Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards [here](#) for guidance.

# Appendix F: Sample Job Descriptions

## **Project Director Responsibilities**

- Ensures program activities adhere to 21st CCLC grant requirements
- Reviews grant budget, goals, and objects 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 of state and federal 21st CCLC guidelines
- Makes sure students are flagged in student management system as 21st CCLC participants
- Oversees data collection/management activities
- Prepares mid-year and end of the 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 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

## **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 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 to school-age children in a developmentally appropriate manner
- Returns all after-school supplies to appropriate location
- Works on a weekly basis with core teachers in developing individualized plans for at-risk students
- Informs 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 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 and 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, other
Vehicle Contracts	399	Other Contracted Services	Transportation, vehicle contracts to transport student
Equipment Maintenance	336	Maintenance & Repair Service (Equipment)	

# Appendix H: Program Income and Program Fees

The U.S. Department of Education (ED) has officially updated its guidance regarding program income/fees. Program Income is the gross income earned by the state or subgrantee/grantee that is directly generated by a supported activity or earned as a result of the federal award (21st CCLC) during the period of performance. A simple definition of sub-recipient/grantee program income is revenue generated directly from the 21st CCLC award and that is in addition to the federal funds provided by the state through its competitive grant application process. As a result of the updates, the existing prior approvals granted to state education agencies (SEAs), in accordance with Uniform Guidance § 200.307, will expire when the current subgrant cycle/cohort ends. States are now required to request prior written approval for program income on behalf of a subgrantee.

Moving forward, the Tennessee Department of Education (department) will submit the subgrantee's request for program fees and income for 21st CCLC programs. LEAPs programs will submit the same requested information, but the department will review and make these determinations. This request must include the following:

1. A description of how the subgrantee plans to generate program income and an approximate amount of income likely to be generated;
2. An explanation of why the program income is necessary to achieve the goals and objectives of the program; and
3. A description of how program income funds will be tracked and reported to the SEA.

**For 21st CCLC Programs:** Once the department sends the request and it is received by ED, ED will review the request and work to provide a timely response. ED must approve the LEA's/SEA's request **before** the subgrantee may begin receiving program income/fees.

**IMPORTANT:** Subgrantees must follow the steps below to submit requests to the department by **April 14, 2023:**

- LEA project directors must submit the request, in writing, on agency letterhead, addressing each item (1-3) outlined above.
- Requests must be uploaded in the *Related Documents* section of the applicable funding application in ePlan (e.g., 21<sup>st</sup> CCLC Cohort 2023, Lottery for Education: Afterschool Programs) **no later than April 14, 2023.**
- ED will review and notify the department of approval or denial of program fees and income for 21st CCLC programs. The department will review and make determinations for LEAPs programs.
- The department will notify subgrantees via comment on the funding application in ePlan, which will automatically email the subgrantee.

Questions regarding this process should be sent to [Extended.Learning@tn.gov](mailto:Extended.Learning@tn.gov).