Lottery for Education: Afterschool Programs

FY24 Request for Applications

Tennessee Department of Education │ March 2023

Application Due Date: **April 14, 2023**

Funding for this program is provided in accordance with Tenn. Code. Ann. § 49-6-7.

Acknowledgment

This request for applications (RFA) was developed in consultation with the Tennessee Department of Education's division of federal programs and oversight and the Office of the General Counsel. The University of Tennessee Social Work Office of Research and Public Service (SWORPS) evaluation team also provided guidance in the development of the RFA.

Table of Contents

Contents

General Information

Background

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.[1] The Tennessee Department of Education (department) is responsible for implementing the competitive grant process and for oversight of these funds.

The overall goal of Lottery for Education: Afterschool Programs (LEAPs) is to provide Tennessee students with enrichment opportunities that reinforce and complement the regular academic program. LEAPs program goals are in alignment with the department's Best for All[2] strategic plan specifically supporting the whole child by providing academic and non-academic supports.

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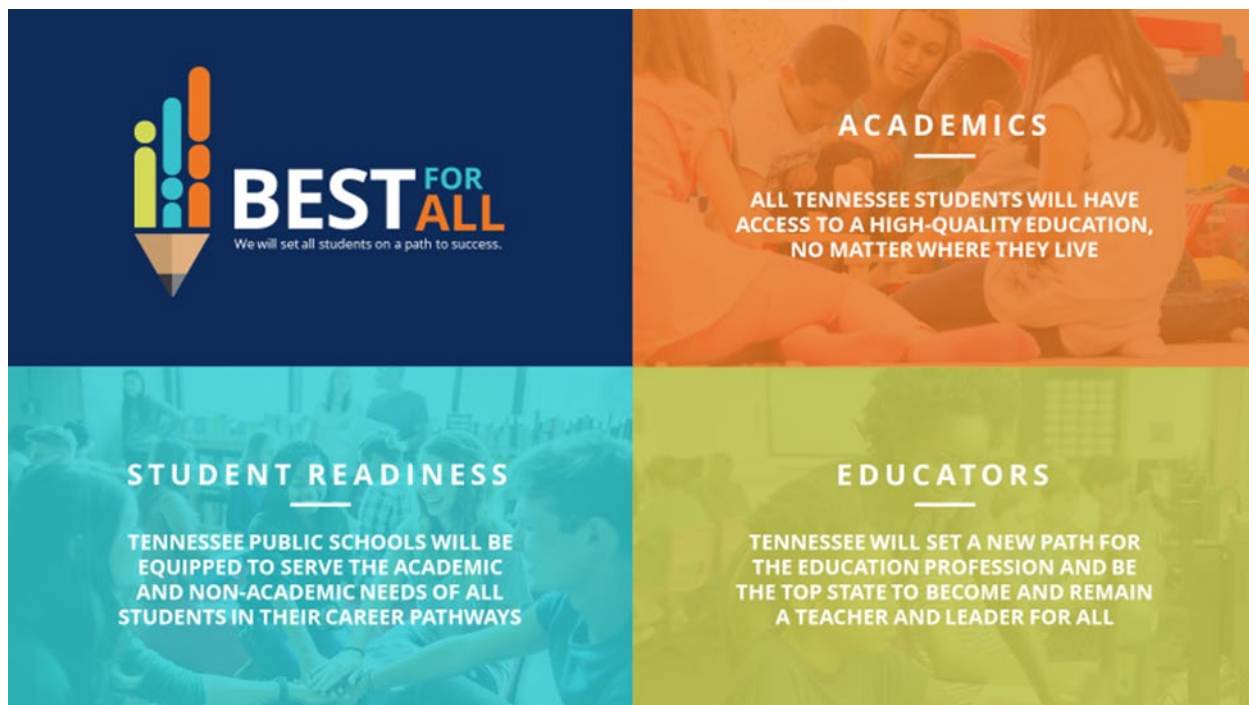
[1] Tenn. Code Ann. § 49-6-7.
[2] The *Best for All* strategic plan may be accessed here.

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.[3]

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 or LEAPs 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.

Students eligible to participate:

- Youth 5-18 years old and enrolled in elementary or secondary school;
- 50% of students enrolled must also meet one 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 (AYP);
  - be attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice; or
  - be at risk of failing one or more subjects or are behind grade level by at least one year.

Important: All awardees must have Technology Professional Liability (Errors & Omissions) / Cyber Liability Insurance of $3,000,000 and Crime Insurance of $1,000,000. 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.

Program Priorities

Programs established must be designed to reinforce and complement the regular academic program of participating students. All activities must be educationally based. Such programs must include:

- Services to students for 15 hours per week;
- Reading skills development and enhancement;
- Math or science skills development and enhancement;
- Academic mentoring or tutorial assistance; and
- Sports or leisure opportunities.

Grant funds shall be used to supplement, not supplant, non-lottery educational resources for afterschool educational programs and purposes.

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[3] 34 C.F.R. § 76.532 (2004), Web.

Program Hours

All programs are expected to provide services in a manner consistent with the state childcare guidelines ([here](#)). LEAPs programs must operate for 15 hours per week for a minimum of 180 days. Programs 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**.

Note: 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.

Review Process

All complete application packages 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 on the review criteria and rubric. A copy of the scoring rubric can be found in the Appendix B. Technical merit scores will serve as the foundation for grant award decisions.

For those recommended for award, 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 LEAPs grant recipients who will be completing a grant cycle on June 30, 2023, may re-compete for funding. Current 21st Century Community Learning Centers (CCLC) grantees are eligible to apply so long as the funding is requested to provide services in new program locations. Previous performance as LEAPs or 21st CCLC grantee will be considered when awarding a new grant. The department will not allow agencies to use both 21st CCLC and LEAPs funding for a single program location.

The department reserves the right to not award all grants, to determine a response to be non-responsive and to verify information submitted in application materials before determining awards. The department may consider the relative availability of afterschool programming in an area when determining grant awards.

Note: All awards are subject to the availability of grant funds. Grants are not final until the grant contract and/or grant award notification is executed.

Grant Awards

Competitive grants are awarded for three years provided the project is achieving the desired outcomes for the students being served. The minimum award amount is $50,000 with no maximum cap on project awards. Matching funds are not currently 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.

Appeals Process

Applicants who 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 LEAPs application guidelines.[4] Appeals based on a disagreement with the professional judgment of the grant reviewers will not be considered. Peer reviewers

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[4] Tenn. Code Ann. § 49-6-7.

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 (average score of three peer reviewers); 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 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.

The department must receive the letter of appeal within 30 business days of the written notification of the 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 respond to the applicant within 30 business days as to whether or not the appeal will be granted.

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 to obtain access for all individuals responsible for reviewing and submitting the application. Responsible parties include a grant director, a fiscal representative, and an authorized agency representative. The peer review process will not begin until each of these individuals has reviewed and approved the application. User access forms for ePlan are available on the right panel of the ePlan homepage.[5]

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

Steps to submitting an application:

1. Submit user access forms to obtain access to the ePlan application for all responsible parties by **March 3, 2023**.
2. Participate in a technical assistance workshop (highly recommended).
3. Enter information for all sections of the application into ePlan.
4. Upload all requested Related documents.[6]
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).

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

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[5] User access forms for community-based organizations can be found here, while LEA user access forms can be accessed here.
[6] See the Related Documents section for details.

Technical Assistance Workshops

Technical assistance workshops will be held across the state before the application due date. Applicants should bring a laptop or tablet with them for the ePlan demonstration on how to apply online. The location and dates of the workshops are listed below.

- Feb. 21, 9 a.m.–12 p.m. CT – 900 East Main St, Brownsville, TN 38012
- Feb. 22, 9 a.m.–12 p.m. CT – 415 Harding Drive, Lebanon, TN 37087
- Feb. 23, 9 a.m.–12 p.m. ET – 1801 Downtown West Blvd, Knoxville, TN 37917

Questions about the application process should be sent to Extended.Learning@tn.gov.

Application Components

Needs Assessment (10 points)

In this section, the applicant should describe how the proposed project addresses the needs of the students and families to be served. The applicant will describe the needs assessment process that was completed before applying for the grant.

Specifically, the applicant should describe the following:

1. Members of the planning team (i.e., number of parents, school/agency administrators, teachers, partners)
2. Frequency of planning meetings (i.e., monthly, annually, quarterly)
3. The type of data that was reviewed to determine the target student population. Community, district, school, or student-level data may be used. Data shall be submitted securely in ePlan. The data may include but not be limited to:
   a. Student-level data related to the eligible participant's requirements
   b. District or school-level chronic absenteeism rates
   c. Percentage of Title I students
   d. Percentage or growth of limited English proficient students
   e. Percentage of students reaching proficiency in reading/language arts or mathematics
   f. Percentage of students suspended or expelled
   g. Percentage of students to be served that attend a priority or focused school[7]
   h. Community social and economic outcomes
   i. Student, parent, teacher, or community survey results
4. The gaps in services to students and families based on the needs assessment data.

Note: the applicant should properly cite data or research referenced in the application.

Project Design (50 points)

The project design is the overall plan for addressing the gaps in services identified in the needs assessment section of the application. The applicant should provide a detailed description of 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

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[7] A list of priority and focused schools can be found here.

mention any strategic planning sessions or partner meetings that were held during the course of preparing the application.

There are three key areas in the Project Design section:

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

Prior history – New applicants

New applicants should describe prior experience implementing extended learning programs. The applicant should also describe the organization's history of managing federal, state, or local grants.

Prior history – Re-applicants

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

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. Students must meet the eligibility guidelines mentioned in the Eligible Participants section of the application.

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: LEAPs 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. Providing safe transportation to the LEAPs location and home is a requirement. All programs/sites must establish a plan for the safe transportation of participants such as bus transportation, parent pick-up, or walking, and explain that procedure in the proposal. All programs will be expected to provide services in a manner consistent with state childcare guidelines.[8]

Additional transportation allowance for rural programs with summer learning opportunities: If awarded funding, an additional transportation allowance of up to $10,000 will be given to programs that serve students in districts that meet the federal Rural and Low Income School (RLIS) program designation ***and*** that will provide summer programming. The additional funds may only be used to transport students to and from the program. The additional funds will allow grantees to extend their funds to offer students summer learning experiences.

A school district is eligible for an RLIS award if:

- Twenty percent or more of the children ages 5–17 years served by the LEA are from families with incomes below poverty; and
- All of the schools served by the LEA are designated with a school locale code of 32, 33, 41, 42, or 43.

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

There are currently 56 districts that meet the criteria.[9]

Nutritional programs and physical activity: Federal child nutrition programs provide an important source of funding for healthy afterschool snacks and meals. Programs should consult with their school food nutrition program for assistance in providing healthy snacks for student participants.[10] Program funds should not be spent on unhealthy snacks or foods during participant or family engagement activities.[11]

Physical activity needs to be balanced with good nutrition in order to create a healthy learning environment. Afterschool 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.[12]

Special needs/private school students: Students with special needs are eligible to participate in LEAPs programs. 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 LEAPs services are also eligible to receive services. Agencies should communicate with private schools prior to proposal submission and throughout the life 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 LEAPs programs. Performance targets were based on 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 Best for All strategic plan:

Performance Goal 1: All students will reach high academic standards demonstrating growth in reading/language arts and mathematics.	
Alignment: 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.

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[9] A list of these districts can be found in Appendix A.

[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.

[11] See Appendix E for a listing of allowable costs.

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

Performance Goal 2: All students will reach high academic standards demonstrating growth in all subjects.	
Alignment: All students will have access to a high-quality education no matter where they live.	
Indicator (unit of measure for progress toward 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: 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: 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: 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: 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 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.

State guidelines for LEAPs 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 LEAPs programs are required to develop and measure progress towards site-identified goals.

Note: 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 evaluators (e.g., students, families, and

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. CBOs should form partnerships with the schools of students being served. School districts should form partnerships with community agencies to enhance program support. Partnerships with other school-based programs such as Title I or special education could help provide the required academic components of the LEAPs 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 citizen groups (or individuals) may also volunteer to assist with the program.

In this section, the applicant should describe how partnerships have been 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.[13]

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.

Note: Grantees are responsible for ensuring that all partners comply with background check requirements.[14]

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[13] The Memorandum of Agreement is available in Appendix C.
[14] See the Professional Development and Childcare Guidelines section.

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.

Program Income and Fees

Program Income

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

Subgrantees request approval from the department to review, approve or deny requests to generate program income. Subgrantees planning to generate program income should plan to accommodate this process. Requests must be submitted in writing to the department by **April 14, 2023**.[15]

Example of grantee program income: A Tennessee grantee wants to sell healthy snacks at afterschool events and re-invest the proceeds into its LEAPs program. If LEAPs 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 LEAPs program, the grantee must first submit a request for written prior approval to earn program income and invest the program income into its LEAPs program. Upon receiving written approval from the department, the sub-recipient/grantee may generate and re-invest program income into its program.

Program Fees

Program fees are permissible only with approval from the department. Per program guidance, fees may only be used to fund activities specified in the grant application.[16]

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, typically from July 1–June 30. The annual funding time period for community-based organizations may vary as the state contracts with each agency for services. The contracting process can be lengthy, but every effort is made to allocate funds prior to the start of the school year.

LEAPs grants are administered as reimbursement grant contracts, meaning the grantee delivers services and is reimbursed for actual approved expenditures. Agencies should possess the fiscal capacity to manage the cash flow challenges presented by this type of grant process. Grantees are encouraged to maintain two to three calendar months of operating capital to provide programming between payment requests. Carry-over funds are not allowed.

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[15] Instructions for completing the program income and fees approval can be found in Appendix H.
[16] Instructions for completing the program income and fees approval can be found in Appendix H.

Grantees are expected to follow all guidelines for the administration of federal grant funds.[17]

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

Supplement/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 the grant, consider if the expenses are:[18]

- 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

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.

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.[19]

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). Funding may be reduced or withdrawn if a grantee fails to serve the minimum number of students based on the grant award amount.

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 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.

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[17] U.S. Dep't.. of Educ., Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations (2015), Web.
[18] Examples of allowable and unallowable expenditures can be found in Appendix E.
[19] See the Competitive Priority II section for more details.

Overtime pay for hourly employees: 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.[20] Experience indicates that high-quality staff development is an essential element in an effective LEAPs program. In addition to activities that may be provided locally, each application should budget to send a representative to annual state trainings/meetings. Applicants should refer to the childcare rules for specific requirements related to staffing and professional development.[21] All agencies must adhere to the childcare rules and should 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

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 positively impact student success.

Capital Purchases

Reimbursements for capital purchases may be authorized, except for vehicle, land, or building acquisition. 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 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.

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 of the budget section of the application:

1. Project Timeline
2. Budget Line Items

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[20] Sample job descriptions can be found in Appendix F.
[21] SBE Rule 0520-12-01 (2013), [Web](Web).

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
August 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.[22]

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, the rate of pay, and the estimated hours per week to be worked.

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[23] 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.

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.

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[22] A crosswalk of ePlan line items can be found in Appendix G.
[23] The Every Student Succeeds Act (ESSA), 20 U.S.C. § 6318 (2015), Web.

Applicants may budget up to **$2,000 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.

Competitive Priority III (10 points)

Numerous health factors 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.[24] According to the annual Tennessee School Health Services Report, 14% of all Tennessee students have been diagnosed with a chronic illness or disability.[25] Research 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.[26]

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 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.

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: Bledsoe, Clay, Cocke, Grundy, Hancock, Hardeman, Lake, Morgan, Perry, and Scott.[27]

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[24] Tennessee Dep't. of Educ., Tennessee Public Schools: A Summary of Weight Status Data, 2019-20 (2021). Web.
[25] Tennessee Dep't. of Educ., Annual School Health Services Report (2022), Web.
[26] See the Additional Resources section for more information.
[27] More information about distressed counties may be found here.

Related Documents

Applicants must include the following documents with the grant application:

- ☐ 501c (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)[28]
- ☐ Memorandum of Agreement (all applicants)[29]
- ☐ Partnership Agreement forms (all applicants)
- ☐ Request for generating program income and/or collecting program fees (if applicable) and approval/denial from the department

Program Performance

Evaluation Measures

It is essential that agencies have the capacity to access and collect appropriate progress reports and evaluation data. All funded LEAPs sites must participate in a rigorous evaluation process that will include the collection of attendance, academic achievement, and disciplinary information for the students served.

As a part of the evaluation process, local LEAPs staff will enter program information in the state-sponsored data collection system and participate in the LEAPs statewide evaluation activities. In order to track student enrollment and academic and discipline information via the student information system package (SIS), grant staff should work with assigned school/district staff to "flag" program participants in the SIS package for LEAPs 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.

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 pre-award 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. Agencies that have never had a 21st CCLC or LEAPs grant will participate in on-site monitoring during the first year of the project.

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[28] For more information about UEI, visit the SAM.gov website here.
[29] See Appendix C for required documentation.

Desktop Monitoring

One LEAPs grantee will be selected per month for desktop monitoring. Selected grantees will provide all supporting documentation for a single reimbursement request. 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 and will require the funds to be repaid to the state treasury. The agency may file a written appeal to the department concerning the corrective action within ten (10) business days from the date of the monitoring visit. The written appeal should be sent to the extended learning programs office. The appeal packet should contain materials that support the appeal. Extended learning program staff will review the materials and will notify the appellant within five (5) 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.

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: Rural and Low-Income School Districts

Federal FY23 (2023-24) RLIS Eligible Districts		
Alamo	Hancock County	Meigs County
Athens	Hardeman County Schools	Morgan County
Benton County	Hardin County	Newport
Bledsoe County	Haywood County	Oneida
Campbell County	Henry County	Paris
Chester County	Hickman County	Perry County
Claiborne County	Hollow Rock - Bruceton	Pickett County
Clay County	Houston County	Rhea County
Cocke County	Huntingdon Special School District	Richard City
Cumberland County	Jackson County	Rogersville
Dayton	Lake County	Scott County
Decatur County	Lauderdale County	Sequatchie County
Dyersburg	Lewis County	Trenton
Etowah	Lexington	Union City
Fayetteville	Macon County	Van Buren County
Fentress County	Manchester	Warren County
Grainger County	Marion County	Weakley County
Greeneville	McKenzie	White County
Grundy County	McNairy County	

Appendix B: Scoring Rubric

The following selection criteria will be used to evaluate the grant application. The total maximum points are 100 for all criteria. 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
Needs Assessment – In this section, the	10	
applicant should describe how the proposed project addresses the needs of the students and families to be served. 1. Members of the planning team (i.e., number of parents, school/agency administrators, teachers, partners) 2. Frequency of planning meetings (i.e., monthly, annually, quarterly) 3. The type of data that was reviewed to determine the target student population. 4. The gaps in services to students and families based on the needs assessment data. **Resources:** • A list of priority and focused schools can be found here. • A list of Title I Schools can be found here. **Key Component**: The applicant describes the process for conducting a needs assessment prior to applying for the grant.	Strengths	Weaknesses

Selection Criterion	Maximum Points	Assigned Points
Project Design – The applicant: 1. Describes how project activities are connected to the needs of the target population 2. Describes the prior history in managing federal, state, and local funds 3. Describes successes and lessons learned (re-applicant only) 4. Identifies how the proposed project activities are new (re-applicant only) 5. Provides a detailed description of how many students will be recruited to participate in the program, ensuring that students meet the eligibility requirements 6. Provides a program schedule that includes the hours of operation 7. If applicable, provides a plan for implementing Expanded Learning Time 8. Describes how students will be transported to and from the program 9. Describes the types of physical fitness activities that will be offered 10. Describes how special education and/or private school students will be served by the program. 11. Describes specific program activities that will be implemented to address each performance goal 12. Describes the professional development activities that will be implemented that are relevant to each performance goal 13. Describes how progress toward performance goals will be shared with stakeholders such as parents, students, and school/community partners. **Key Components**: 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.	50	

Selection Criterion	Maximum Points	Assigned Points
Partnerships – The applicant:	10	
1. Describes the specific roles and responsibilities of each partner 2. Describes the frequency of services offered by the partner 3. Describes how often partner meetings will occur 4. Provides a signed copy of the memorandum of agreement with the school district of the students to be served 5. Provides signed copies of statements of collaboration and partnership **Key Components** – Partnerships are meaningful and point back to the needs of the community and the work to be done in reaching performance goals.	Strengths	Weaknesses

Selection Criterion	Maximum Points	Assigned Points
Sustainability – The applicant:	10	
	Strengths	Weaknesses
1. Describes how other grants or funds will be leveraged to sustain the program 2. Describes how partnerships will be utilized to continue the program 3. Describes how current operating funds will be used to support the program 4. Includes a description of in-kind contributions 5. If applicable, includes a plan for generating program income and collecting program fees. **Key Component:** 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.		

Selection Criterion	Maximum Points	Assigned Points
Budget – The applicant:	20	
1. Provides a project timeline for key activities that includes dates and parties responsible 2. Distinguishes between staff members who will provide direct services to students and those who will function in an administrative capacity 3. Describes how each staff member or administrative position that will be paid with grant funds supports the achievement of the project goals. 4. Prepares a budget that is consistent with the total number of students to be served and the per-student allocation 5. Provides a detailed description including calculations in the budget narrative for each line item amount **Key Components:** Line item expenses are reasonable and necessary for carrying out the project. The proposed expenses are allowable and meet the supplement/supplant rule.	Strengths	Weaknesses

Competitive Priority I	Maximum Points	Assigned Points
Competitive priority is given to applications	5	
that both propose to serve students who attend schools identified as a *Priority School* (under 20 U.S.C. § 6318) **and** that are submitted **jointly** between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization.	Strengths	Weaknesses

Competitive Priority II	Maximum Points	Assigned Points
Competitive priority points will be awarded to	5	
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 **Note**: Grant funds may be used to **supplement,** but not supplant, existing opportunities.	Strengths	Weaknesses

Competitive Priority III	Maximum Points	Assigned Points
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.	10	
	Strengths	Weaknesses

Competitive Priority IV	Maximum Points	Assigned Points
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.	3	
	Strengths	Weaknesses

Competitive Priority V	Maximum Points	Assigned 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.	5	
	Strengths	Weaknesses

Rating Anchors for Reviewers: Reviewers rate each criterion by entering an appropriate numerical score within the given range. It is vital that reviewers give careful consideration to numerical ratings. A fraction of a point can make the difference between an application being funded or not.

**The best procedure is to consider the mid-point of the rating scale as "just *adequate."* *From this anchor point, ratings can be increased or decreased on the basis of strengths and weaknesses of the application. This general approach will foster the internal consistency between a reviewer's scores and narratives, and the comparability of scores across reviewers.*

Maximum Points	Poor	Weak	Adequate	Superior:	Outstanding
	barely addressed or not at all	poorly developed; major weaknesses	some weaknesses	strongly developed; minor weakness	fully developed
50	0-17	18-26	27-35	36-44	45-50
20	0-4	5-8	9-12	13-16	17-20
10	0-3	4-5	6-7	8-9	10
5	0-1	2	3	4	5
3	0	0	1	2	3
2	0	0	0	1	2

The sections labeled "Strengths" and "Weaknesses" should be used for narrative comments regarding the strengths and weaknesses of the application on each criterion. It is critical that each reviewer provides narrative documentation under strengths and weaknesses to support the rating and recommendation for each application. These responses are important in providing feedback to applicants as well as to the department's program personnel.

Source: Kansas Department of Education

Appendix C: Memorandum of Agreement

TN Department of **Education**	**Memorandum of Agreement**

Applicant Agency:

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:

- To provide ongoing opportunities for meaningful communication between the school staff and the LEAPs program staff;

- To provide opportunities for school staff and LEAPs program staff to plan, coordinate, and integrate curricular needs within the afterschool activities;

- 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. Assigned school/district staff will receive participant enrollment information from the LEAPs program staff once per semester and will "flag" program participants in the SIS package for **LEAPs** under student classification; and,

- To assist in obtaining all relevant student data including grades, state assessment, attendance, parent, teacher, or student surveys for evaluating student progress and program effectiveness for mandatory state and federal reports. It will be the responsibility of the LEAPs program staff to obtain parental/legal guardian consent for the sharing of student information. The school/district shall ensure that LEAPs 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:	
Mailing Address:	
Phone:	Fax:
School or District Authorized Signature:	Date:
School or District Signatory Printed Name and Title:	
Applicant Agency Authorized Signature:	Date:
Applicant Agency Signatory Printed Name and Title:	

Appendix D: Statement of Collaboration and Partnership

I/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 form as needed.

Name of Partner Group/Organization:	Description of Services and/or Support to be provided.
Address:	
Phone: Fax:	
Email:	
Printed Name:	
Signature:	
Name of Partner Group/Organization:	Description of Services and/or Support to be provided.
Address:	
Phone: Fax:	
Email:	
Printed Name:	
Signature:	
Name of Partner Group/Organization:	Description of Services and/or Support to be provided.
Address:	
Phone: Fax:	
Email:	
Printed Name:	
Signature:	

Appendix E: Allowable Costs

Expenditures must follow the basic guidelines listed above and 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 LEAPs program

- Travel to LEAPs trainings, conferences, and workshops

- Reasonable transportation for LEAPs 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, etc.)

- 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, or 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, and 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. 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 LEAPs 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 LEAPs guidelines

- Makes sure students are flagged in the student management system as LEAPs participants

    - To accomplish this, students should be flagged before Thanksgiving Break

    - Follow up and confirm that all students have been flagged by Spring Break

- Oversees data collection/management activities

- Prepares mid-year and end of the year reports

- 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 afterschool program in cooperation with staff, youth, and parents

- Develops a sustainability plan and works toward program sustainability over grant period

Site Coordinator Responsibilities

- Responsible for the overall on-site management of the afterschool program and compliance with state and LEAPs guidelines

- Supervises on-site extended learning staff

- Plans weekly/monthly activity schedule and maintains enrollment data and records

- Submits time sheets 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 afterschool 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 - 21st Century and LEAPS Grants			
Category 73300	**ePlan Budget**		**Notes**
Salaries	105	Supervisor or Director	
	116	Teachers	
	162	Clerical Personnel	
	163	Educational Assistants	
	188	Bonus Payments	
	189	Other Salaries & Wages	Bus drivers
	195	Certified Substitute Teachers	
	198	Non-certified Substitute Teachers	
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
Equipment Maintenance	336	Maintenance & Repair Service (Equipment)	
Bus fuel costs	599	Other charges	Fuel for buses

Field Trips	599	Other charges	Admissions to events
Printing and Publications	599	Other Charges	
Travel	355	Travel	For local travel - between program locations, travel to stores for supplies, etc.
	524	In-Service/Staff Development	Travel to professional development activities, mileage, airfare, hotel, per diems while traveling
Conference & Meetings	524	In-Service/Staff Development	Cost of attending conference, conference materials, cost of bringing in a speaker
Insurance	599	Other Charges	Property, liability insurance, etc.
Capital Purchase	790	Other Equipment	Equipment purchased for program
Interest	599	Other Charges	
Other Non-Personnel	TBD		Budget in appropriate category from above
Depreciation	N/A		Non-cash expenditures not reimbursed
Refunds	509	Refunds	For fees are refunded to families
Category 99100			
Indirect Cost	504	Indirect cost	Use district or agency rate

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. As a best practice, the department will follow similar guidelines for Lottery for Education: Afterschool Programs (LEAPs) subgrantees.

Moving forward, LEAPs programs will submit the requested information below, 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.

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., Lottery for Education: Afterschool Programs) **no later than April 14, 2023**.
- 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.