

Department of
Education

Nita M. Lowey 21st Century Community Learning Centers Cohort 24 Request for Applications

Tennessee Department of Education | February 2024

Application Due Date: April 1, 2024

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.¹

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

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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).²

The purposes of the 21st CCLC program are to:

1. provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet State and local student performance standards in core academic subjects such as reading and mathematics;
2. offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
3. offer families of students served by community learning centers opportunities for literacy and related educational development.³



The goals of the 21st CCLC program are also in alignment with the department's Best for All strategic plan⁴ specifically by providing academic and non-academic supports so that all students can have a high-quality education.

² ESSA, 20 U.S.C. § 6301

³ ESSA, 20 U.S.C. § 4201

⁴ The *Best for All* strategic plan may be accessed [here](#).

ED has specified student outcomes and program implementation targets related to the goals of the program. The Tennessee Department of Education (department) and all subgrantees must report annually on the progress being made toward meeting the targets. 21st CCLC subgrantees are required to provide data on student and implementation indicators and state and federal targets.

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:⁵

- 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- 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.⁶

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 \$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.

⁵ U.S. Dep't. of Educ., 21APR New GPRA Final Implementation Guide v.1.5. (May 9, 2022), [Web](#).

⁶ 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.⁷ Select the district, then the school to obtain the percentage. Applicants may also use school or district data to determine eligibility. In general, district applicants should utilize the same data used to make Title I, Part A eligibility determinations. The applicant must reference the source of economically disadvantaged data within the application.

Program Hours

The 21st CCLC program year is July 1 – June 30. **All programs must provide services in a manner consistent with the state childcare guidelines⁸ 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

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.

Note: *All programs must be fully operational and serving students by **Oct. 1** in the first year.*

Child Care Guidelines and Certificate of Approval

Under the Standards for School Administered Child Care Program State Board of Education Rule 0520-12-01⁹, subgrantees receiving 21st CCLC funds that operate **15+ hours** a week must work with the department's early learning division to obtain a certificate of approval.¹⁰

All awardees must also adhere to the state child care rules for employee background checks and screenings outlined in the rule¹¹. Applicants must ensure that any person having direct access to children or who will be in the presence of children meets background check requirements. This includes all employees, volunteers, and contractors. The agency shall maintain documentation that these individuals have satisfactorily completed and cleared a background check.

Important: *Based on federal **supplement not supplant** regulations, because background checks are required under State Board of Education Rule 0520-12-01, it would be supplanting to utilize 21st CCLC funds to pay for program background checks.*

⁷ The state's report card may be accessed [here](#).

⁸ SBE Rule 0520-12-01. [Web](#).

⁹ SBE Rule 0520-12-01. [Web](#).

¹⁰ Click [here](#) for more information.

¹¹ SBE Rule 0520-12-01. [Web](#).

Expanded Learning Time

An applicant may propose to use funds to provide expanded learning time (ELT) programs¹² 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.¹³

Applicants choosing the ELT 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.

Students with Special Needs

Students with special needs who attend targeted schools are eligible and encouraged to participate in 21st CCLC programs. Students with special needs shall not be excluded from the program, regardless of the level of need, if they can safely participate within the scope of program activities with reasonable accommodations. 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.

Equitable Services for Private School Students

As required under ESSA, private nonprofit elementary and secondary schools that are located within the attendance area served by the grant may participate in equitable services. A list of Tennessee non-public schools, including locations can be found [here](#). Consultation must occur *before* the fiscal agent makes any decision that affects the opportunity of eligible private school students and teachers to participate.

Therefore, consultation with eligible private schools must occur during the design and development of the initial grant application. If awarded, applicants are also required to consult with private school officials regarding the provision of equitable services during the annual private school equitable services consultation process as defined by the department.

Consultation with appropriate private school officials must be timely and meaningful.

- **Meaningful** consultation provides a genuine opportunity for all parties to express their views, and to have their views seriously considered.
- **Timely** consultation provides adequate notice to private school officials. Successful consultation establishes positive and productive working relationships.

An offer of services by the fiscal agent, without an opportunity for timely and meaningful consultation with private school officials, does not meet the requirement.

Statutory requirements for consultation topics must be included on the initial consultation form and be part of the ongoing subsequent meetings throughout the year. Required topics include:

- How the subgrantee will identify the needs of eligible private school students;
- What services the subgrantee will offer to eligible private school children, their teachers, and parents;

¹² More information about expanded learning time may be found [here](#).

¹³ ESSA, 20 U.S.C. § 7174 (a)(2).

- How, where and by whom the subgrantee will have provide services to eligible private school children;
- How the subgrantee will assess academically the services provided and how the grantee will use the results of that assessment to improve services;
- The size and scope of the equitable services that the subgrantee will provide to eligible private school children;
- The method or data that will be used to determine the eligibility of students;
- How and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services; and
- How to address in writing when a school district/community-based organization, and private school have a disagreement with contractors or other services.¹⁴

IMPORTANT: Documentation of initial *and* ongoing consultation (i.e. intent to participate forms, agendas, meeting minutes, sign-in sheets, affirmation and agreement forms¹⁵, and performance data) must be maintained locally and must be able to be easily produced for monitoring or reporting purposes.

Awarded grantees with participating private schools must ensure that expenditures for equitable services for eligible private school children and educators are equal on a per-pupil basis to the expenditures for participating public school children and educators, taking into account the number and educational needs of the eligible private school children and educators.¹⁶ After timely and meaningful consultation with appropriate private school officials, a grantee could choose to calculate equal expenditures strictly on the basis of the relative enrollment of students in public schools and private schools, assuming the needs are similar, that have indicated their willingness to participate in the 21st CCLC program on the assumption that these numbers accurately reflect the relative needs of children and educators in public and private schools. Alternatively, a subgrantee could choose to use other factors relating to the needs of public and private school children and not base its equal expenditures only on relative enrollments. For example, if a subgrantee targets its program on a specific subgroup of students (e.g., ELs, low-achieving students from low-income families), the LEA would use the number of eligible children in the defined subgroup enrolled in both public and private schools.¹⁷ Applicants with participating private schools must include an explanation of the method used to determine the proportionate share of funds in the grant application.

Each applicant must complete the *Equitable Services for Private Schools* page of the application and include signed copies of the consultation form¹⁸ as applicable in *Related Documents*. School districts must also indicate on the annual private school survey (found in ePlan) if a particular school will participate in 21st CCLC services¹⁹.

Click [here](#) for more information on how to complete the equitable services section of the application.

¹⁴ ESSA, 20. U.S.C §8501(c)

¹⁵ A sample affirmation form can be found [here](#). A sample agreement form can be found [here](#).

¹⁶ ESSA, 20 U.S.C. § 8501(a)(4); 34 C.F.R. § 299.7

¹⁷ Title VIII, Part F Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel

¹⁸ See [Appendix B](#) for more information.

¹⁹ Click [here](#) for more information.

Principles of Effectiveness

21st CCLC programs must be operated in a manner that follows the Principles of Effectiveness.²⁰ 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.*

Performance Measures

It is essential that agencies have the capacity to access and collect appropriate progress 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 (APR) 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 must 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.

Review Process

This grant is highly competitive. Applicants should ensure that all guidelines and requirements are met before submitting. 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.²¹ 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 an extended learning 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.**

²⁰ ESSA, 20 U.S.C. § 7174(b)(2)(I).

²¹ A copy of the scoring rubric can be found in [Appendix A](#).

Grant Awards and Renewability

Competitive grants are awarded for five years provided the project is achieving the desired outcomes for the students being served. **Awards are based on a per pupil allocation of \$1,250 with a minimum award of \$50,000 and a maximum award of \$500,000 annually per grantee.** Matching funds are not required. All awards are based on the availability of funding. Grantees not serving the expected number of students and/or 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 toward 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 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 program. Appeals are limited to the grounds that the department failed to conduct a rigorous peer review process as specified by the 21st CCLC guidelines.²² 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 peer reviewer scores; 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 must be emailed to Extended.Learning@tn.gov.

The department must receive the letter of appeal within 30 business days of the written notification of grant award announcement. The extended learning grant manager will forward the letter to the department's division of Federal Programs and Overnight (FPO) leadership team for review. The FPO leadership team will provide a response to the applicant within 30 business days as to whether or not the appeal will be granted.

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

²² ESSA, 20 U.S.C. § 7171.

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 must 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 must be sent to the extended learning programs director. The appeal packet must 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.

Application Procedures

Notice of Intent to Apply

The first step to submitting an application is to complete the [Notice of Intent to Apply](#). To assist the department in planning and preparations for the application review process, all applicants are required to submit the Intent to Apply by **Monday, January 29, 2024**. ePlan user roles will be assigned utilizing the names and contact information provided in the form. Submit your Notice of Intent to Apply [here](#).

Online Application Steps

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 form²³ to obtain access for all individuals responsible for reviewing and submitting the application. Responsible parties include a:

1. Grant director (i.e., the person who will serve as the grant director, if awarded)
2. Fiscal representative, (i.e., the agency's fiscal director, CFO, etc.) and
3. Authorized agency representative (i.e., the agency's executive director, director of schools, final approver, etc.).

The peer review process will not begin unless each of these individuals has reviewed and approved the application by the established due date.

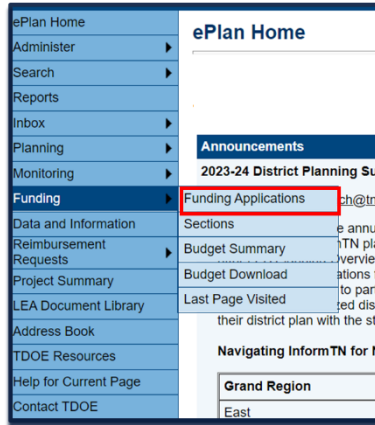
Applications are due in ePlan by April 1, 2024, at 11:59 p.m. CT. Paper copies of this application will not be accepted.

NOTE: Applicants are required to give **public notice** that the agency intends to apply for the 21st CCLC grant and will be required to describe in the application 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 must include contact information for questions or comments.

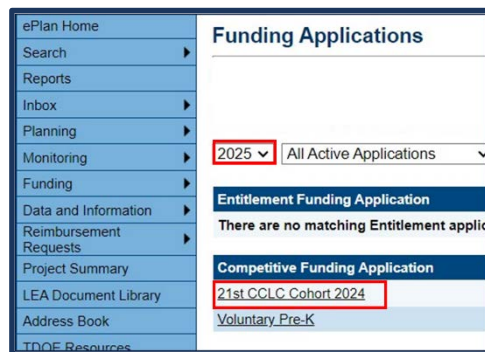
²³ User access forms for community-based organizations can be found [here](#), while LEA user access forms can be accessed [here](#).

Steps to applying:

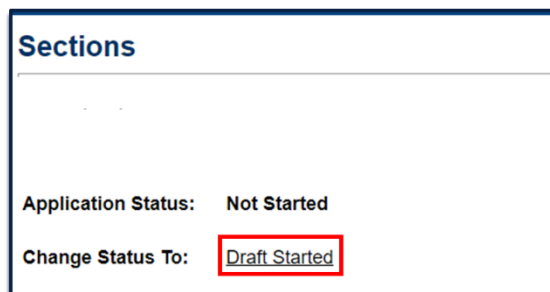
1. Submit a [Notice of Intent to Apply](#) as specified above. ePlan user roles will be assigned utilizing the names and contact information provided in the form.
2. Submit any additional user access forms to obtain access to the ePlan application for all responsible parties. **New user** access forms must be submitted by **March 15, 2024**. User Access forms can be found in [ePlan > TDOE Resources](#) > 1. User Access Forms.
3. Sign in and locate the application in ePlan:
 - Navigate to the application from the ePlan homepage by hovering your mouse over the Funding tab on the left menu bar, then selecting Funding Applications.



- Select the desired fiscal year (**2025**) in the upper left corner of the screen. Funding applications are stored in ePlan according to the state fiscal year; 2025 indicates the 2024–25 school year. Click on the application name (**21st CCLC Cohort 2024**), to open the application.



4. Click **Draft Started** near the top of the *Sections* page.



5. Enter information for all sections of the application in ePlan.

6. Upload all requested/related documents.²⁴
7. Complete the *Assurances* section of the application.
8. Submit the application for approval within the agency (i.e., grant director approval, fiscal director approval, and agency director approval).

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

Technical Assistance

Questions about the application process should be sent to Extended.Learning@tn.gov. Other opportunities for technical assistance are noted below.

21st CCLC FY25 Competition Timeline

Event	Date
Kick-off Technical Assistance Webinar	January 22, 2024 10:00 - 11:30 a.m. CT / 11:00 - 12:30 p.m. ET • Slides from the webinar may be accessed here . • The recorded webinar may be accessed here .
FY25 21 st CCLC Grant Competition Office Hours	Click here for a list of dates, times, and log-in information
Notice of Intent to Apply Due	January 29, 2024
Application opens in ePlan	February 1, 2024
Application due in ePlan	April 1, 2024
Awards announced	July 2024

²⁴ See the [Related Documents](#) section for details.

Application Components

The sections below outline the different grant application sections. **Note:** Sections that are scored during the peer reviewer process include the maximum number of points allowed.

Cover Page

- Applicants must enter the following information:
 - Organization Name and Official Address
 - Extended Learning Project Director, Email Address, and Phone Number
- Use the drop-down to select the organizational type that best describes your agency.
- Check the box to indicate if the application is a joint application between a district and community-based organization.
- List the proposed sites. For each site, provide:
 - the proposed number of students to be served
 - the grade span to be targeted
 - the site location (address)
 - check the boxes to indicate if the school is a Title I, priority/CSI, TSI, or ATSI school
- Enter the organization's **Unique Entity Identifier (UEI)**.
Note: The applicant will not be able to submit the application without entering an UEI.

Comprehensive Needs Assessment (20 points)

A needs assessment is the process of gathering information from all stakeholders to guide program development and implementation. It is one of the essential tasks in planning to apply for this grant. To maximize effectiveness and leverage resources, a thorough assessment should not only identify gaps, but ensure coordination between existing programs and services proposed through the application. In this section, the applicant will describe the community's **needs** as well as **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.*²⁵

The data of the local school district, local school and/or community-based organization should assist in identifying assets, determining the needs of the students, and developing program goals and objectives. These data points may include, but are not limited to the following:

²⁵ 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](#).

- Poverty rates in the communities to be served;
- Percentage of Title I students;
- Number of schools identified as Priority/Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI);
- Literacy and math rates/scores;
- Educational levels for the identified students and their families;
- End of Course and End of Grade scores;
- College and Career Ready Performance Index report and data;
- School Improvement Plans;
- Grade retention data;
- Drop-out data results;
- School truancy rate;
- Juvenile crime rates;
- Violent and drug-related offenses;
- Short-term suspension/discipline rates;
- Long-term suspensions or expulsion data;
- Attendance data;
- Survey results, including parent feedback, that support program needs;
- Interviews with stakeholders; and
- Other demographic data.

In this section of the application, the applicant must describe the needs assessment process utilized in the development of the application. Within this description, the applicant must provide evidence that the application and proposed programming 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. Specifically, the applicant must describe:

- how the community was notified of an intent to apply and how the application will be available for public input;
- the process used to identify community needs and assets, including:
 - the sources of data used and
 - the key stakeholders who were involved (e.g., parents, students, community members);
- the needs identified to be addressed through the proposed activities;
- the community assets that have been identified, including:
 - the opportunities to improve the program experience for students and families;
 - **broadly**, how the assets can be used to support the program; and
- how the proposed program will coordinate federal, state, and local programs.

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.*²⁶

Project Logistics and Design (40 points)

The project logistics and design section holds the overall plan for implementing program activities. The

²⁶ Additional resources for identifying community assets are the [Community Tool Box](#) and [Participatory Asset Mapping Toolkit](#).

activities described in this section must address the needs and consider the assets that were identified in the needs assessment section. The applicant must provide a detailed description of how goals will be achieved and an overall picture of what a typical day in the program would look like.

There are seven key areas in the Project Design and Logistics section:

1. Prior History Implementing an Extended Learning Program
 2. Student Recruitment and Retention
 3. Nutritional Programs and Physical Activity
 4. Program Schedule
 5. Transportation Plan
 6. Performance Goals and Indicators
 7. Program Timeline
- **Prior history implementing an extended learning program:** Applicants must provide data and evidence of their previous success (e.g., positive student academic and related activity growth) in operating out-of-school programs targeting similar youth populations to be served by the proposed 21st CCLC program. If the applicant has not operated out-of-school programs in the past, the applicant must provide evidence that otherwise demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, assessment, program monitoring, and positive youth development of the students.
 - Use the radio buttons to indicate whether the applicant is a prior grantee or new applicant:
 - A **prior grantee** is an agency that has received either a 21st CCLC or LEAP grant within the last 5 years.
 - A **new applicant** is an agency that has not received either a 21st CCLC or LEAP grant within the last 5 years.
 - **Prior grantees:** Prior grantees must:
 - Name the funded agency and the last year of grant funding;
 - Identify the funding source (21st CCLC or LEAPs);
 - Identify the grade level(s) served;
 - Describe previous experience implementing the 21st CCLC or LEAPs grant, including successes and lessons learned; and
 - 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).
 - **New applicants:** New applicants must:
 - Describe prior experience implementing local, state, and or federal grants
 - Describe prior experience in delivering educational or related services.
 - **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 Absolute Priority section of the application.²⁷

²⁷ Students must meet the eligibility guidelines mentioned in the [Absolute Priority](#) section of the application.

- Nutritional programs and physical activity:** The applicant must describe how snacks will be provided and the type of physical activities that will be offered to students. 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.²⁸ Program funds must not be spent on unhealthy snacks or foods during participant or family engagement activities.²⁹

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 and promote improved nutritional habits of program participants.**³⁰
- Program Schedule:** Complete the tables. The applicant must indicate the appropriate grade level(s) to be served (Elementary, Middle, and/or High). For each grade level, indicate if programming will be provided before or after school, in the summer, or as part of an ELT program. The applicant must also indicate when transportation will be provided. Enter the total number of hours the program will be open under each day of the week. Note that 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*.
- Transportation Plan:** 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 childcare guidelines.
- Federal Performance Measure Reporting, State Performance Goals, and Local Evaluation Requirements:** The department has established a set of performance goals and indicators as a part of the statewide evaluation of 21st CCLC programs. All 21st CCLC programs must collect and report outcome data for new performance measures established by ED) according to the Government Performance and Reporting Act (GPRA).³¹ 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:

 - 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.
 - 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.
 - 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.

²⁸ 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](#).

²⁹ See the [Additional Resources](#) section for a listing of allowable costs.

³⁰ U.S. Dep't. of Ag., Dietary Guidelines for Americans, 2020-2025, [Web](#). See ideas [here](#).

³¹ U.S. Gov't. Accounting Off., Results-Oriented Government: GPRA Has Established a Solid Foundation for Achieving Greater Results (2004), [Web](#).

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 learning³².

Performance goals 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 also aligns with a specific aspect of the department's strategic plan. Indicators are the tools that will be used to measure progress toward 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.

Performance Goal 1: All students will reach high academic standards demonstrating growth in reading/language arts and mathematics.	
Alignment: ALIGNS with Tennessee Strategic Plan: All students will have access to a high-quality education no matter where they live.	
Indicator (unit of measure for progress towards goals): state assessments	
Performance Target	Description
1.1	At least 20% of ALL students in grades 4-8 who participated in programming during the school year will demonstrate growth in Math state assessments.
1.2	At least 40% of students in grades 4-8 who participated in programming 90 hours or more during the school year will demonstrate growth in Math state assessments.
1.3	At least 20% of ALL students in grades 4-8 who participated in programming during the school year will demonstrate growth in Reading/Language Arts state assessments.
1.4	At least 40% of students in grades 4-8 who participated in programming 90 hours or more during the school year will demonstrate growth in Reading/Language Arts state assessments.
Performance Goal 2: All students will reach high academic standards demonstrating growth in all subjects.	
Alignment: ALIGNS with Tennessee Strategic Plan: All students will have access to a high-quality education no matter where they live.	
Indicator (unit of measure for progress towards goals): unweighted grade point average (GPA)	
Performance Target	Description
2.1	At least 25% of ALL students in grades 7-8 and 10-12 who participated in programming during the school year and had an unweighted GPA of less than 3.0 the year before will demonstrate an improved GPA.

³² U.S. Dep't. of Educ., 21APR New GPRA Final Implementation Guide v.1.5. (May 9, 2022), [Web](#).

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.
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Performance Goal 3: The percentage of students who are chronically absent from school will decrease.

Alignment: ALIGNS with Tennessee Strategic Plan: Tennessee Public Schools will be equipped to serve the academic and non-academic needs of all students in their career pathways.

Indicator (unit of measure for progress towards goals): School records of student attendance

Performance Target	Description
3.1	At least 50% of ALL students who participated in programming during the school year and missed 18 days or more in the prior school year will demonstrate an improved attendance rate in the current school year.
3.2	At least 75% of ALL students who participated in programming 90 hours or more during the school year and missed 18 days or more in the prior school year will demonstrate an improved attendance rate in the current school year.

Performance Goal 4: All students will exhibit positive behavior changes that support academic and social growth.

Alignment: ALIGNS with Tennessee Strategic Plan: Tennessee Public Schools will be equipped to serve the academic and non-academic needs of all students in their career pathways.

Indicator (unit of measure for progress towards goals): In-school suspension data

Performance Target	Description
4.1	At least 50% of ALL students who participated in programming during the school year will experience a decrease in in-school suspensions compared to the previous year.
4.2	At least 75% of ALL students who participated in programming 90 hours or more during the school year will experience a decrease in in-school suspensions compared to the previous year.

Performance Goal 5: All students will continuously be engaged in their learning.

Alignment: ALIGNS with Tennessee Strategic Plan: All students will have access to a high-quality education no matter where they live.

Indicator (unit of measure for progress towards goals): Teacher-reported survey responses (survey provided by the department)

Performance Target	Description
5.1	At least 50% of ALL students who participated in programming during the school year will demonstrate an improvement in teacher-reported engagement in learning.

5.2	At least 75% of ALL students who participated in programming 90 hours or more during the school year will demonstrate an improvement in teacher-reported engagement in learning.
Performance Goal 6: Family engagement will be embedded in the entirety of the program.	
Alignment: ALIGNS with Tennessee Strategic Plan: Tennessee Public Schools will be equipped to serve the academic and non-academic needs of all students in their career pathways.	
Indicator (unit of measure for progress towards goals): Family-reported (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.
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.

Finally, federal guidelines for 21st CCLC grantees also 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, 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) for each of the state's seven performance goals (growth in reading/language arts and mathematics; growth in all subjects, decreased school chronic absenteeism; positive behavior changes; engaged learning; family engagement; growth on universal reading screener). 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 must be publicly shared (e.g., electronic or printed dissemination of full product or key highlights, presentation with key stakeholders).

In this section of the application, the applicant must complete the tables to 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 **communicated with stakeholders** such as family members, students, and school/community partners; and

Again, projects are not expected to serve all grade spans and points will not be deducted because the organization does not serve a particular grade span. Applicants should complete the tables for the grade spans that will be served. For example:

- For Performance Goal 1, if you are not serving students in grades 4–8:
 - Describe the reading/language arts (RLA) and math activities for the students served in K-3 or 9-12 (as applicable).
 - Describe the related professional development for staff to support RLA and math.
 - In the communicating results section, discuss how the agency will measure progress for students who participate in the program. Discuss how results will be shared.
- For Performance Goal 2, if you are not serving students in grades 7–8 or 10–12:
 - Describe the program activities that are related to other subject areas like science, social studies, or the arts students in K-6 (as applicable).
 - Describe the related professional development for staff to support the activities.
 - In the communicating results section, discuss how the agency will measure progress for students who participate in the program. Discuss how results will be shared.

Further, the applicant must describe the capacity of the organization to fulfill **GRPA measures, state performance goals, and local evaluation requirements** (i.e. identify internal staff member(s) and description of qualifications/relevant experiences).

- **Project Timeline:** In this section, the applicant must describe the project timeline for the first year of the program. The timeline must delineate when activities will begin, project milestones, and the responsible party(ies). Project milestones must 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

Partnerships (10 points)

Establishing partnerships with other organizations is a very important aspect of this program. Community-based organizations must form partnerships with the schools of students being served. School districts must 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 must describe how partnerships have or will be formed to carry out the project goals. A signed copy of the memorandum of agreement (MOA) must be completed and submitted with the application. Community-based organizations should establish and upload an MOA with collaborating school district(s). School districts should establish MOAs with schools or other locations that will serve as program sites. All applicants must also upload a statement of collaboration and partnership agreement form for each partner.³³

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 must 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 must 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 must be detailed. General statements about seeking other grants are insufficient. The applicant must include a:

- description of how other funds will be leveraged to continue the program;
- description of how partnerships can be utilized to defray some program expenses in the future
- description of how current operating funds will be used to support the program
- list of in-kind contributions as applicable that includes the source and approximate dollar amount

³³ See [Appendices C-D](#) for required documentation.

- description of any proposed program income and/or fees.

Program Income and Fees

As a part of the sustainability plan, applicants may propose to generate program income or collect program fees. Both require prior approval from the department and ED (see below and [Appendix H](#) for more information regarding the approval process).

Program Income is the gross income earned by the 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.³⁴

A simple definition of 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.

For example, 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 (see below for more information). Upon receiving written approval from ED, the sub-recipient/grantee may generate and re-invest program income into its program.

Program fees are permissible only by approval from the department and ED. Per federal program guidance, fees may only be used to fund activities specified in the grant application.³⁵

Note that programs must be equally accessible to all students targeted for services, regardless of their ability to pay. The priority of the program is to serve students who attend low-income and low-performing schools; therefore, a family's ability to participate could be compromised through program fees. Programs that charge parents or guardians fees may not prohibit any family from participating due to its financial situation. Program fees must be nominal. Programs that opt to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford the program. **Again, no child can be excluded from the program if the student's family is incapable of paying the fee.**

Pre-Approval for Project Income and Fees

Subgrantees must request approval from the department and ED to generate program income.

Subgrantees planning to generate program income must plan ahead to accommodate this process.

Requests must be submitted in the *Related Documents* section of the application by the due date, **April 1, 2024**.³⁶

Equitable Services

As required under the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), private nonprofit elementary and secondary schools that are located within the attendance area served by the grant may participate in equitable services. A current list of Tennessee non-public schools, including locations can be found [here](#). Consultation must occur *before* the fiscal agent makes any decision that affects the opportunity of eligible private school students and teachers to participate. Therefore, consultation must occur during the design and development of the grant application. If awarded,

³⁴ 2 C.F.R. § 200.80 (2013), [Web](#).

³⁵ See [Appendix H](#) for more information.

³⁶ See [Appendix H](#) for more information.

applicants are also required to consult with private school officials on an ongoing basis regarding the provision of equitable services, during the annual private school equitable services consultation process as defined by the department. Awarded organizations must maintain documentation of initial and ongoing consultation for monitoring and reporting purposes.

All applicants must take action on this page. Click the N/A box if the organization provides an assurance that there are no eligible private schools located within the areas served by the subgrant. No further actions are required on this page.

If there are eligible private schools located within the attendance area served by the grant, provide the following information:

- Describe the consultation process between the organization and eligible private school(s). In the response, include (1) important dates, (2) modes of communication, and (3) the information provided to non-public school representatives. (Upload 21st CCLC Consultation forms in Related Documents).
- Complete the table to list the eligible non-public schools that were consulted as part of the initial grant application. Add rows as needed to add additional schools.
- If there are participating non-public schools, describe the process used to determine the equitable share of funds to make available for equitable services.
- Upload 21st CCLC Consultation forms³⁷ for each school in Related Documents.

Budget (20 points)

Applicants will complete and upload a **one-year** budget that covers expenses for the fiscal year, July 1, 2024 – June 30, 2025. Since this is a competitive grant, a \$.01 allocation will be loaded in the ePlan budget until each application has been reviewed and final funding decisions have been made. Therefore, applicants will not be able to submit a full budget using the application's *Budget* page. Rather, applicants must:

1. Enter a \$.01 budget on the *Budget* page and
2. Upload a one-year budget spreadsheet to the *Related Documents* section of the application.

There are two ways to complete and submit the budget as specified below. **Detailed instructions for both options can be found [here](#).**

- **Option 1 – Use the ePlan Budget Page:**
 - Complete the proposed budget on the ePlan Budget page.
 - Download the Proposed Budget file.
 - Upload the Proposed Budget file to the Related Documents page.
 - Delete all budget items on the ePlan Budget page.
 - Create a new \$0.01 budget item on the ePlan Budget page to allow the application to be submitted.
 - When all other pages in the application are complete, submit the application.
- **Option 2 – Use a Spreadsheet:**
 - Download the blank Budget file from the ePlan Budget page.
 - Add Budget items in a spreadsheet program.
 - Upload the Proposed Budget file to the Related Documents page.
 - Create a \$0.01 budget item on the ePlan Budget page to allow the application to be submitted.
 - When all other pages in the application are complete, submit the application.

³⁷ See [Appendix B](#) for more information.

21st CCLC funds are administered as **reimbursement grants**, meaning the grantee delivers services and is reimbursed for the actual approved expenditures. The department will not reimburse a subgrantee for expenditures that are not allowable under the 21st CCLC program or for expenditures that were not approved in its budget. Agencies must 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 should plan to maintain 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)³⁸ and Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards³⁹ for guidance.

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

1. Budget Line Items
2. Budget Narrative

Budget Line Items: The applicant will select the appropriate line item for each program expense.⁴⁰

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

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 must provide as much detail as possible in the narrative. The applicant must “show the math.” For example, the narrative for salaries/wages should show the number of individuals paid, rate of pay, and estimated hours per week to be worked. Multisite applicants must clearly describe how staffing will be spread across the proposed sites, For example, if you are budgeting \$100,000 to pay for teachers for three sites, show the breakdown of how each site will be staffed.

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

Per Pupil Allocation and Participation

Awards are based on a per pupil allocation of **\$1,250** with a minimum award of **\$50,000** and a maximum award of **\$500,000** annually per grantee.

If awarded, the organization must serve, at a minimum, the expected number of students as indicated in the original grant application or subsequent revised and approved application documents. As requested, grantees must provide the state with student participation records to demonstrate that sufficient progress is being made towards serving the expected number of students. In the event that fewer students are being served, the grantee shall notify the state immediately, along with an explanation of the circumstances and any corrective actions that the grantee is undertaking to correct the issue. Failure to serve the expected number of students may result in the state developing a corrective action plan for the grantee to address

³⁸ U.S. Dep’t. of Educ., Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations (2015), [Web](#).

³⁹ 78 Fed. Reg. 78,589 (Dec. 26, 2013).

⁴⁰ A crosswalk of ePlan line items can be found in [Appendix G](#).

the issue. A grantee's failure to comply with the corrective action plan or to serve the expected number of students may result in the reduction of the awarded amount the following year or termination of the grant.

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.

Supplement not Supplant

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

Allowable Costs

When determining if charges are allowed/appropriate for a federal grant, consider if the expenses are:⁴¹

- reasonable;
- necessary for the performance or administration of the project;
- 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; and
- adequately documented.

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. Administrative costs must be reasonable and necessary and must not exceed 20% of the yearly award. For full-time equivalent (FTE) employees, the applicant must explain the process for determining what percentage of the employee's time will be spent on grant activities. The applicant must 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 must consult with the agency's fiscal director for guidance in this area.*

Professional Development

The key personnel for any extended learning program includes the project director, site coordinator, and teacher.⁴² 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 must budget to send a representative to state trainings/meetings. Applicants should also refer to the child care rules⁴³ for specific requirements related to staffing and professional development.

Technology

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

⁴² Sample job descriptions can be found in [Appendix F](#).

⁴³ SBE Rule 0520-12-01. [Web](#).

21st CCLC funds are not meant to be used as a technology grant **Therefore, all technology items must be approved by extended learning staff prior to purchase.** Typically, approval is granted for no more than 15 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. A technology request form must be sent to extended learning staff members for review/approval. The form must include a justification that demonstrates that the requested items are necessary to increase student outcomes and to the successful implementation of program activities. More information about the process to request technology items will be shared with grantees after awards are issued.

Capital Purchases

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

Competitive Priority I (5 points)

Competitive priority is given to applications that both propose to serve students who attend schools identified as a Priority/Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) ⁴⁴ and are submitted jointly between at least one district receiving funds under Title I, Part A and at least one public or private community organization. ⁴⁵

To receive *Priority Points*, the proposal and the collaboration form must 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 (3 points)

To expand the geographic distribution of programs, competitive priority points will be awarded to applications that propose to serve students in the following counties: **Benton, Chester, Dickson, Franklin, Houston, Moore, Montgomery, Rhea, and Weakley.** Students in these counties have had limited or no access to a 21st CCLC or LEAPs program for five years or more.

⁴⁴ ESSA, 20 U.S.C. § 6318.

⁴⁵ ESSA, 20 U.S.C. § 7174(a)(2).

Competitive Priority III (3 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, competitive priority points will be awarded to programs that will serve students in the following distressed counties: **Lake, Hardeman, Perry, Clay, Bledsoe, Scott, Hancock and Cocke.**⁴⁶

Assurances

Applicants must review all program assurances thoroughly. All items specified are requirements of Title IV, Part B, ESEA legislation, or other regulations. By checking the statement at the top of the page, the LEA is affirming that it has read and understands all requirements and will abide by the same.

Related Documents

Applicants must include the following documents with the grant application:

- Statement of Collaboration and Partnership form(s) (required for all applicants)⁴⁷
- Proof of Unique Entity Identifier (UEI) and System for Award Management (SAM) registration (required for all applicants)⁴⁸
- Most recent audit or financial review (required for 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 (required for all applicants).
- Memorandum of Agreement (required for all applicants)⁴⁹
- 21st CCLC year one budget spreadsheet (required for all applicants)⁵⁰
- 501(c)(3) determination letter (required for community-based organizations only)
- IRS 990 (required for community-based organizations only)
- Consultation with private schools form(s) (required for all applicants, if applicable)⁵¹
- Plan for offering Expanded Learning Time (if applicable)
- Request for generating program income and/or collecting program fees (if applicable)⁵²

Contact

Extended Learning, Extended.Learning@tn.gov

Additional Resources

- [21st Century Community Learning Centers Legislation](#)
- [21st CCLC Non-regulatory Guidance](#)

⁴⁶ More information about distressed counties may be found [here](#).

⁴⁷ See [Appendix D](#) for required documentation.

⁴⁸ For more information about UEI, visit the SAM.gov website [here](#).

⁴⁹ See [Appendix C](#) for required documentation.

⁵⁰ More information on how to create a budget spreadsheet maybe found [here](#).

⁵¹ See [Appendix B](#) for required documentation.

⁵² This request will be made via uploading the request to the Related Documents section of the funding application. See [Appendix H](#) for required documentation.

- [Title VIII, Part F Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel non-Regulatory Guidance](#)
- [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 **11** priority points are available to applicants. Priority points will be added separately. The maximum points 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
Comprehensive Needs Assessment (20) – The applicant describes: <ol style="list-style-type: none"> 1. the process used to notify the community of an intent to apply for the grant and how the application was made available for public input; 2. the process used to identify community needs and assets including: <ol style="list-style-type: none"> a. the sources of data used and b. key stakeholders who were involved such as parents, students, community members, etc.; 3. the needs identified to be addressed through the proposed activities; 4. the community assets that have been identified, including: <ol style="list-style-type: none"> a. the opportunities to improve the program experience for students and families; and b. broadly, how the assets can be used to support the program. <p>Key Component: There should be evidence that there was a collaborative process for identifying community needs and assets.</p>	20	
	Strengths	Weaknesses

Selection Criterion	Maximum Points	Assigned Points
Project Logistics and Design (40) – The applicant: <ol style="list-style-type: none"> 1. Describes prior history in managing federal, state, and local funds and provides data and evidence of 	40	
	Strengths	Weaknesses

<p>previous success in operating similar programs</p> <ol style="list-style-type: none"> 2. Describes successes and lessons learned (re-applicant only) 3. Identifies how the proposed project activities are new (re- applicant only) 4. Provides detailed description of how many students will be recruited to participate in program ensuring that students meet the eligibility requirements 5. Describes the types of physical fitness activities that will be offered 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 specific program activities that will be implemented to address each performance goal 10. Describes the professional development activities that will be implemented that are relevant to each performance goal 11. Describes how progress towards performance goals will be shared with stakeholders such as parents, students, and school/community partners 12. Describes capacity to fulfill GRPA measures, state performance indicators, and local evaluation requirements (identifies internal staff member(s) and description of qualifications/relevant experiences). 13. Provides a project timeline for the first year that is logical, optimizes the time available to provide students programming, and includes dates and parties responsible 14. Throughout the above responses, describes how project activities utilize 		
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<p>and build on community assets</p> <p>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.</p>		
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Selection Criterion	Maximum Points	Assigned Points
<p>Partnerships (10) – The applicant:</p> <ol style="list-style-type: none"> 1. Describes the services offered by the 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 <p>Key Components – Partnerships are meaningful and point back to the community assets and the work to be</p>	<p>10</p> <p>Strengths</p>	<p>Weaknesses</p>

Selection Criterion	Maximum Points	Assigned Points
<p>Sustainability (10) – The applicant:</p> <ol style="list-style-type: none"> 1. Describes how other grants or funds will be leveraged to sustain the program 3. Describes how partnerships will be utilized to continue the program 4. Describes how current operating funds will be used to support the program 5. Includes a description of in-kind 	<p>10</p> <p>Strengths</p>	<p>Weaknesses</p>

<p>contributions</p> <p>6. If applicable, includes a plan for generating program income and collecting program fees.</p> <p>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.</p>		
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Selection Criterion	Maximum Points	Assigned Points
<p>Budget (20) – The applicant:</p> <ol style="list-style-type: none"> 1. Distinguishes between staff members who will provide direct services to students and those who will function in an administrative capacity 2. Describes how each staff member or administrative position that will be paid with grant funds supports the achievement of the project goals (20% limit on administration costs) 3. Prepares a budget that is consistent with the total number of students to be served and the \$1,250 per-student allocation 4. Provides detailed budget narrative including calculations for line item amounts <p>Key Components: Line item expenses are reasonable and necessary for carrying out the project. The proposed expenses are allowable and meet supplement not supplant rules.</p>	<p>20</p> <p>Strengths</p>	<p>Weaknesses</p>

Competitive Priority I (5)	Maximum Points	Assigned Points
<p>Competitive priority is given to applications that both propose to serve students who attend schools identified as a CSI, TSI, or</p>	5	
	Strengths	Weaknesses

<p>ATSI school⁵³ 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.</p>		
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Competitive Priority II (3)	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, Moore, Montgomery, Rhea and Weakley. These counties have not had 21st CCLC or LEAPs programs for five years or more.</p>	3	
	Strengths	Weaknesses

Competitive Priority III (3)	Maximum Points	Assigned Points
<p>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, Bledsoe, Scott, Hancock, and Cocke.</p>	3	
	Strengths	Weaknesses

⁵³ ESSA, 20 U.S.C. § 6318.

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

All applicants with eligible private schools must complete this form during the development of the application. Copy the form as needed for each eligible private school.

The Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA)⁵⁴ states that 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. ESSA also requires that consultation occurs between the awarded agency and private school official. Consultation between the grantee and the private school must 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. How to address in writing when an LEA, CBO, and private school have a disagreement with contractors or other services (see the Complaint to the Ombudsman [form](#))*

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, 2024 – June 30, 2029, the private school:

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

⁵⁴ 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	
Applicant Agency: 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"> 1. To provide ongoing opportunities for meaningful communication between the school staff and the 21st CCLC program staff; 2. To provide opportunities for school staff and 21st CCLC Program staff to plan, coordinate, and integrate curricular needs within the afterschool activities; 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 21st CCLC under student classification; and 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. 	
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>Description of Services and/or Support to be provided.</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>Description of Services and/or Support to be provided.</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)
- Supplementing 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.⁵⁵

⁵⁵ 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. 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 in 2023-24. 21st CCLC and LEAPs grantees are now required to request **prior written approval** for program income and fees. Please note that the process outlined in this document is based on information shared by ED in 2023 and may change as ED issues further guidance.

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.

For example, 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 (see below for more information). Upon receiving written approval from ED, the sub-recipient/grantee may generate and re-invest program income into its program.

Program fees are permissible only by approval from the Tennessee Department of Education (department) and ED. Per federal program guidance, fees may only be used to fund activities specified in the grant application. Note that programs must be equally accessible to all students targeted for services, regardless of their ability to pay. The priority of the program is to serve students who attend low-income and low-performing schools; therefore, a family's ability to participate must not be compromised through program fees. Program fees must be nominal and programs that charge fees may not prohibit any family from participating due to its financial situation. Programs that opt to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford the program. **Again, no child can be excluded from the program if the student's family is incapable of paying the fee.**

Moving forward, the department will submit the subgrantee's request for program fees and income for 21st CCLC programs to ED. 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/charge fees and an approximate amount of income likely to be generated;
2. An explanation of why the program income/fee is necessary to achieve the goals and objectives of the program; and
3. A description of how program income/fee funds will be tracked and reported to the SEA.
4. If program fees are being proposed, how the agency will provide a sliding scale of fees and how the agency will ensure that no children are being excluded based on their inability to pay the fee.

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 request **before** the subgrantee may begin receiving program income/fees.

IMPORTANT: Subgrantees must follow the steps below to submit requests to the department. See the current 21st CCLC or LEAPs Request for Applications for specific application timelines (found in [ePlan > TDOE Resources](#) > 5. Funding Applications and Grants > 21st CCLC/LEAPs Application Documents)

- LEA project directors must submit the request, in writing, on agency letterhead, addressing each item (1-4 as applicable) outlined above.
- Requests must be uploaded in the *Related Documents* section of the funding application in ePlan (e.g., 21st CCLC or LEAPs application) no later than the established due date of the application.
- 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.