



Extended Learning Program Manual

21st Century Community Learning Centers (21st CCLC) and Lottery for Education: Afterschool Programs (LEAPs)

Tennessee Department of Education | August 2024

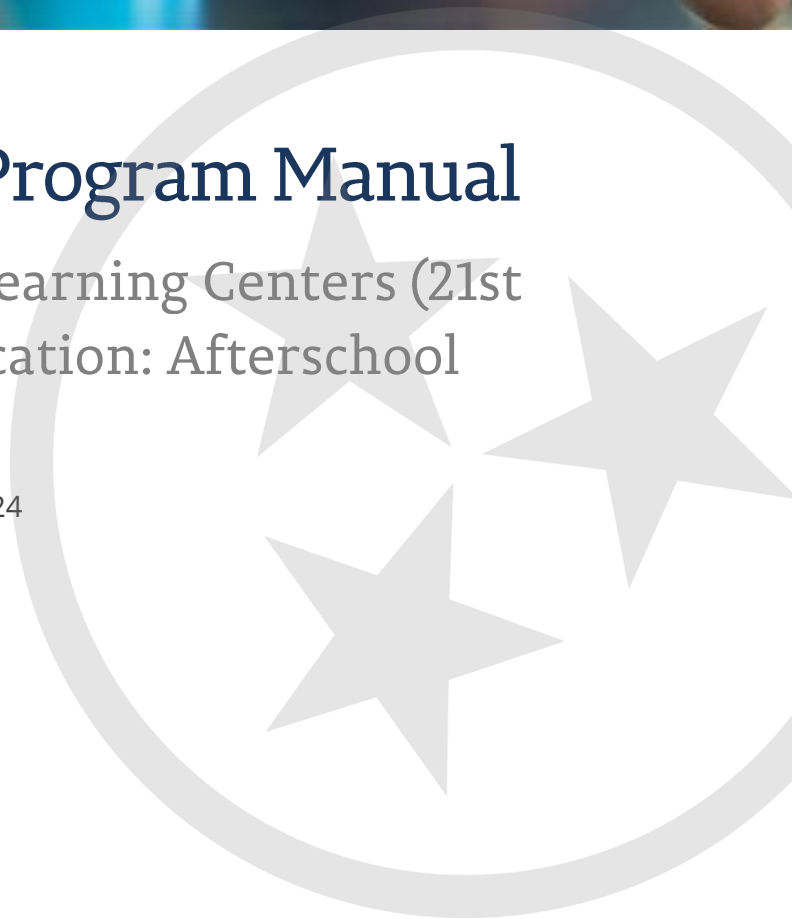


Table of Contents

General Information	4
Background.....	4
Fidelity To Approved Application	5
Eligible Applicants	5
LEAPs Eligible Participants	6
21st CCLC Absolute Priority	6
Program Days and Hours of Operation	7
Child Care Guidelines and Certificate of Approval	7
Expanded Learning Time	7
Grant Competition and Review Process	8
Grant Awards and Renewability.....	8
Appeals Process	8
21st CCLC and LEAPs Summary	9
Program Components	10
Grant Programming and Approved Activities	10
Student Recruitment and Retention.....	11
Transportation.....	11
Nutritional Programs and Physical Activity.....	11
Students with Special Needs	11
Private School Students (21st CCLC Only).....	11
Family Engagement.....	12
Program Communication.....	13
Technology.....	13
Collaboration and Partnerships.....	13
Sub-contracting	13
Program Performance and Compliance.....	15
Principles of Effectiveness	15
Performance Goals and Indicators	15
Local Evaluation.....	18
Reporting and Monitoring.....	19
Data Collection	19
Reporting.....	19
Monitoring.....	19
Fiscal Management.....	21
General Considerations.....	21
Program Income and Fees.....	21
Allowable Costs	22
Supplement not Supplant.....	22
Per Student Allocation and Participation	22
Salaries/Wages	23
Professional Development/Saff Development.....	24
Capital Purchases.....	24
Indirect Costs	24
Reimbursement Requests.....	24
ePlan Budget.....	25
Inventory/Records Management	26
Grant Close-out Process.....	26
Additional Resources	27

Appendix A: Parent/Guardian Consent to Participate in Student Survey 28
Appendix B: Statement of Collaboration and Partnership 29
Appendix C: Sample Memorandum of Agreements..... 30
Appendix D: Extended Learning Monitoring Tool..... 32
Appendix E: Allowable Costs..... 47
Appendix F: Sample Job Descriptions 48
Appendix G: Budget Crosswalk 50

General Information

Background

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

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).

The purposes of the 21st CCLC program are to:

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

Lottery for Education: Afterschool Programs (LEAPs)

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

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

The overall goal of Lottery for Education: Afterschool Programs (LEAPs) is to provide Tennessee students with enrichment opportunities that reinforce and complement the regular academic program. LEAPs program goals are in alignment with the department's Best for All³ strategic plan specifically supporting the whole child by providing academic and non-academic supports.

¹ ESSA § 4201, 20 U.S.C. 7171

² Tenn. Code Ann. § 49-6-702, [Web](#).

³ [Web](#).

Fidelity To Approved Application

Applications are approved by the Tennessee Department of Education (the department). Grantees receive annual Grant Award Notification (GAN) notifications regarding the department-approved funding allocation for the 21st CCLC or LEAPs program for each year within the grant award period. The grant period is concurrent with the Federal fiscal year, July 1 – June 30, unless otherwise noted and approved by the department. The GAN includes the award amount approved for the year being funded, either the initial or current year, as well as the annual award assurances. Grant awards must be annually accepted/approved by the grantee's local Board of Education or Board of Directors, whichever is applicable. GANs and documented evidence of Board approval must be maintained at the local level for monitoring purposes.

Once approved by the department, it is expected that grant recipients will operate 21st CCLC and LEAPs programs with fidelity to the original approved application. Grantees are not permitted to change the project's scope that was originally outlined in the application, scored by the reviewers during the application scoring process, and awarded by the department without prior approval. Proposed programmatic or budgetary changes must be submitted via a proposed revision to the application online in ePlan, the department's grant management system. This policy is designed to provide basic fairness to applicants for discretionary subgrants. The grant proposal written by the organization is its roadmap for programming and operation and should be treated like a contract. The organization should share the grant proposal with relevant staff, such as site coordinators, staff, and school administrators. Everyone involved in the program should understand the goals, objectives, and activities table within the application. Actual activities and programs must align with the proposal's objectives. Note that while initial applications are approved as a whole and may obtain unallowable expenditures, it is the responsibility of the subgrantee to ensure that all expenditures are allowable.

Eligible Applicants

Local education agencies (LEAs), community-based and faith-based organizations, and other public or private organizations proposing to serve students in Tennessee are eligible to apply for funding. The terms applicant, agency, and organization will be used throughout the application as a reference to all eligible entities. Applicants other than a school district must collaborate with the school(s) of the students to be served. Grant funds may not be used to support religious activities.⁴

Organizations that have not previously received grants from or provided contractual services on behalf of the State of Tennessee will be required to verify their ability to administer complex grant programs before being considered for funding. Grants will not be awarded to fund start-up organizations or programs.

Applicants that have previously received department-administered extended learning funding are eligible to apply for additional grant funds. Prior grantees will be required to provide detailed information regarding the program's prior success in administering a 21st CCLC or LEAPs program, and evidence of sound fiscal management of the grant. The proposal submitted may not be a duplicate of the previous project; new strategies for serving students must be presented.

Note: *All programs must have Technology Professional Liability (Errors & Omissions) / Cyber Liability Insurance of \$1,000,000 and Crime Insurance of \$500,000. These requirements are in addition to Commercial General Liability*

⁴ 34 C.F.R. § 76.532 (2004), [Web](#).

Insurance, Workers' Compensation and Employee Liability Insurance, Automobile Liability Insurance, and Sexual Abuse and Molestation Insurance.

LEAPs Eligible Participants

The following guidelines have been established to determine student eligibility for participation in the LEAPs program:

- Youth 5-18 years old and enrolled in elementary or secondary school;
- **50%** of students enrolled must also meet one of the following criteria:
 - qualify for free/reduced lunch;
 - be at risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability;
 - be at risk of state custody due to family dysfunction;
 - be enrolled in and attending a public school failing to make adequate yearly progress;
 - be attending a public school, including a public charter school, instead of a public school failing to make as a result of parent choice;
 - be at risk of failing one or more subjects or are behind grade level by at least one year.

21st CCLC 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 as low-income. This percentage may be accessed by locating the economically disadvantaged percentage for each school via the state's most recent Title I school list.⁵ Priority will also be given to programs that meet all of the following:

- serve students who may be at risk for academic failure, dropping out of school, involved in criminal or delinquent activities, or who lack strong positive role models;
- serve students who primarily attend schools that are implementing comprehensive or targeted support and improvement; and
- serve the families of students described above.⁶

⁵ Title I school lists can be found in [ePlan](#) > Federal Programs Data > Title I Schools in Tennessee

⁶ ESSA §4204(i), 20 U.S.C. 7174

Program Days and Hours of Operation

The program year (PY) is July 1 – June 30. **All programs must provide services in a manner consistent with the state childcare guidelines.**⁷

21st CCLC programs must meet the following service hour requirements per week for 120 days per year.

- Grades pre-K–5: Minimum of 12 hours per week of programming
- Grades 6–12: Minimum of 10 hours per week of programming

LEAPs programs must operate 15 hours per week for 180 days per year.

The target participation for **elementary** school students (**PreK-5**) is **90+ hours** of programming per year. For **middle and high school students (6-12)** the target participation is **45+ hours** per year.

Note: *All programs must be fully operational and serving students by **Oct. 1** in the first year of the grant and **Sept. 15** in subsequent years.*

Child Care Guidelines and Certificate of Approval

Under the Standards for School Administered Child Care Program State Board of Education Rule 0520-12-01, all programs that operate for 15 or more hours per week will work with the department's early learning division to receive a certificate of approval for operations.

All awardees must also adhere to the state child care rules for employee background checks and screenings outlined in the rule⁸. 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 every 5 years. If applicable, these checks shall comply with all Tennessee laws including T.C.A. § 49-5-413.

Note: *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. LEAPs regulations require grants to supplement and not supplant non-lottery educational resources for after school educational programs and purposes. In some cases it may be allowable to use LEAPs funds to pay for program staff background checks.*

Expanded Learning Time

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

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

⁷ SBE Rule 0520-12-01 (2023). [Web](#).

⁸ SBE Rule 0520-12-01 (2023). [Web](#).

⁹ ESSA §4204 (a)(2), 20 U.S.C. 7174

Applicants choosing the expanded learning time option must receive approval from the department in the initial grant application.

Grant Competition and Review Process

When grant competitions are held, applications are submitted through ePlan. All complete applications meeting the program requirements and received by the department on or before the due date are forwarded to a peer review committee. The committee provides each application with a technical merit score based on the [review criteria and rubric](#). Technical merit scores 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 the prior history of serving students.

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

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

Grant Awards and Renewability

21st CCLC is a competitive grant and is awarded for five years provided the project is achieving the desired outcomes for the students being served. LEAPs is a competitive grant and is awarded for three years provided the project is achieving the desired outcomes for students being served. For both grants, the minimum award amount is \$50,000, with a \$500,000 maximum cap on project awards. 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.

Both grants are non-renewable. At the end of the grant award cycle, the grantee will be required to reapply for funding. Throughout the award period, the department provides ongoing training and technical assistance to support the continuous improvement of the programs.

Within the grant cycle, grantees will have the opportunity to apply for additional 21st CCLC/LEAPs funds to support new projects. LEAPs grantees may apply for 21st CCLC funds and 21st CCLC grantees may apply for LEAPs funds to support new projects.

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.¹⁰ Appeals based on a disagreement with the professional judgment of the grant reviewers will not be considered. Peer reviewers represent a

¹⁰ ESSA §4201, 20 U.S.C. § 7171.

diverse range of professions and are selected based on background and experience related to education, youth development, and extended learning programming. Award decisions are determined by the peer reviewer scoring; the department’s role is to facilitate the process in accordance with state and federal policies and regulations. This includes reviewing requests for reconsideration.

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

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

21st CCLC and LEAPs Summary

While 21st CCLC and LEAPs programming have many similarities, there are differences that are important to note. Each grant awards recipients funding that provides academic enrichment out of school time programming to schools in need of improvement. Below is a brief snapshot of the differences.

	21st CCLC	LEAPs
Grades/Ages	Grades pre-K–12	Ages 5-18 (cannot serve pre-K)
State or Federal Funds	Federal	State
Reporting Requirements¹¹	<ul style="list-style-type: none"> • 21APR • ELAP • Other state reports • Local evaluation (starting with Cohort 23) 	<ul style="list-style-type: none"> • ELAP • Other state reports • Local evaluation
Hours Open Requirement	Grades pre-K–5: 12+ hours per week Grades 6-12: 10+ hours per week	15+ hours per week
Days Open Requirement	Minimum of 120 days*	Minimum of 180 days*
NOTE: The minimum number of days open does not include days with morning-only programming.		

¹¹ More information about required reporting is provided in later sections of this document.

Program Components

Grant Programming and Approved Activities

To ensure projects have a strong connection to regular school-day programming and state standards, programs should address, at a minimum, the following focus areas:

- Increasing reading and math proficiency
- Strategies that will improve high school graduation rates and increase post-secondary access/success
- Providing intentional, hands-on approaches that increase students' interest/engagement in science, technology, engineering, and math (STEM) programming
- Evidence-based and research-supported curriculum, activities, and strategies.

21st CCLC and LEAPs funds may 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 and programs may include:¹²

- 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

Family engagement and participation is encouraged and 21st CCLC/LEAPs monies may be used to fund family engagement activities. 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.

Additionally, programs should have a strong tie to the regular school day consisting of regular interaction with school day staff including, but not limited to, participation in Individualized Education Program (IEP) meetings when necessary, staff meetings, and collaboration on out-of-school time academic plans.

Programming must have an appropriate balance of academic and enrichment offerings, as well as required physical activity. Here is an example of a program schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
3:00-3:30	Attendance/snack	Attendance/snack	Attendance/snack	Attendance/snack	Attendance/snack
3:30-3:45	Bathroom Break	Bathroom Break	Bathroom Break	Bathroom Break	Bathroom Break
3:45-4:30	ELA/Homework	Math/Homework	ELA/Homework	Math/Homework	ELA/Homework
4:30-5:00	Physical activity	Physical activity	Physical activity	Physical activity	Physical activity
5:00-5:30	STEAM	Cooking Class	Garden	Music	Fun Friday
5:00-5:30		<i>ESL for parents</i>		<i>Financial Literacy</i>	

¹² U.S. Dep't. of Educ., 21APR New GPRA Iterative Implementation Guide v.1.4.

	Monday	Tuesday	Wednesday	Thursday	Friday
				<i>for parents</i>	
5:30-6:00	Academic game stations/Art	Academic game stations/Art	Academic game stations/Art	Academic game stations/Art	Academic game stations/Art
6:00-6:30			<i>Family Cooking Club</i>		

Student Recruitment and Retention

Developing a positive culture is vital to program success. Programs must have intentional practices to promote positive interactions between staff and students. Programs must maintain a process for student recruitment and retention. Programs must maintain what data will be used to determine student eligibility and participation in the program.¹³

Transportation

Program sites must be established in elementary and secondary schools, or in any other location that is *at least as available and accessible to students as the school they attend*. All programs/sites must establish a plan for the safe transportation of participants to the site location and home and maintain that procedure, 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.¹⁴

Nutritional Programs and Physical Activity

Federal child nutrition programs provide an important source of funding for healthy snacks and meals. Programs should consult with their school food nutrition program for assistance in providing healthy snacks for student participants.¹⁵ Program funds may not be spent on unhealthy snacks or foods during participant or family engagement activities.

Physical activity needs to be balanced with good nutrition to create a healthy learning environment. Extended learning programs can play an important role in promoting healthy lifestyles for youth. Grantees are required to include a **minimum of 60 minutes per week** of intentional physical activities as part of the program design, as well as promote improved nutritional habits of program participants.¹⁶

Students with Special Needs

Students with special needs who attend targeted schools are eligible to participate in 21st CCLC/LEAPs programs and inclusivity is encouraged. Consultation with district special education staff is recommended as materials, staffing, or transportation assistance might be possible depending upon a student's individualized education plan.

Private School Students (21st CCLC Only)

NOTE: For more detailed information regarding 21st CCLC equitable services, see the [21st CCLC Equitable Services Questions & Answers](#) document.

¹³ Students must meet the eligibility guidelines mentioned in the eligibility section of this document.

¹⁴ SBE Rule 0520-12-01 (2023), [Web](#).

¹⁵ 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](#).

¹⁶ U.S. Dep't. of Ag., Dietary Guidelines for Americans, 2020-2025, [Web](#). See ideas [here](#).

As required under ESSA §8501, private nonprofit elementary and secondary schools that are located within the attendance area served by the grant may participate in 21st CCLC equitable services. A list of Tennessee non-public schools, including locations can be found [here](#). CBOs may reach out to state ombudsman (Michelle.Harless@tn.gov) for assistance in identifying the appropriate private school officials with whom to consult. Consultation must occur *before* the fiscal agent makes any decision that affects the opportunity of eligible private school students and teachers to participate. Therefore, agencies must communicate with eligible private schools prior to proposal submission. This applies to all 21st CCLC grantees – LEAs and CBOs.

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

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

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

Once a grantee has determined which private schools will participate, consultation should continue to determine what services and benefits will be made available to eligible private school students. An [Affirmation of Meaningful Consultation and Final Agreement](#) form is a document that a school district or CBO completes with participating private school officials annually to document the consultation process and outline the services to be delivered to private school students through the 21st CCLC program. **All grantees with participating private schools must include signed copies of the [Affirmation of Meaningful Consultation and Final Agreement](#) form in the Related Documents section of the 21st CCLC application by Oct. 1 each year.** LEAs must also indicate on the private school survey (found in ePlan) if a particular school will participate in 21st CCLC services. LEAs must complete the private school survey in ePlan annually.¹⁷

Family Engagement

Programs are expected to offer family engagement activities to support the advancement of students' academic achievement and social development. Programs may also provide educational services, family literacy activities, or job training classes to adult family members of students participating. Programs must offer meaningful, ongoing family engagement opportunities embedded in the entirety of the program throughout the life of the grant.

¹⁷ More information about the annual private school survey may be accessed [here](#).

Program Communication

Programs must:

- Maintain a schedule consistent with the grant application and in compliance with program hour requirements. Programs must **communicate any schedule changes** to parents, volunteers, and partners.
- Hold a **mandatory orientation** with all families covering program components, including handbooks, disciplinary policies, family engagement, academic and enrichment activities, and surveys. Families must be given adequate notice of the orientation.
- Develop and implement a **communication plan** focused on how the agency will communicate progress toward performance measures to families and other stakeholders.
- **New in FY25:** Include an **Extended Learning Active Consent to Participate in Student Survey**¹⁸ form in each student's enrollment packet. Note that under Tennessee state law, grantees must receive active consent from parent's guardians before any student surveys are issued.

Technology

Programs may not utilize technology or media without permission from parents or guardians of students in the program. Technology and media must be academic in nature and have an accompanying lesson plan. Technology must be used as a utility during programming hours.

Technology items must be approved by extended learning staff prior to purchase. These funds are not meant to be used as a technology grant, however, grantees are able to purchase up to 15 technology items each program year. Each item must be \$1,000 or less and must be pre-approved by the department. Technology requests should be submitted [here](#) and must include a justification that demonstrates that the requested items are necessary for the successful implementation of program activities and will impact student success. Technology purchases that have not been pre-approved by the department will not be eligible for reimbursement.

Collaboration and Partnerships

Establishing partnerships with other organizations is a very important aspect of these programs. Community-based organizations should form partnerships with the districts and schools of students being served. Partnerships with existing extended contract services, other ESSA programming, special education, or other school-based programs could help provide the required academic components of the 21st CCLC or LEAPs programs. Grantees should also seek out community partners such as parks and recreation centers, youth organizations, museums, and civic or volunteer groups to assist with non-academic programming. Programs must keep a record of all partner and volunteer activities.¹⁹

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

Sub-contracting

Sub-contracting programming is permissible but must be clearly stated and defined in the applicant's project narrative of the approved grant application. If a grantee wishes to alter the approved programming,

¹⁸ See [Appendix A](#)

¹⁹ A sample Statement of Partnership and Collaboration can be found in [Appendix B](#).

prior approval must be received from the department. If the grantee is sub-contracting daily programming services to an outside entity, the grantee must provide a narrative as to the how grantee provides oversight of the subcontracted entity's programming to meet grant requirements, how expenditures are monitored for allowability and appropriateness, and how the grantee ensures its policies and procedures are being met.

Program Performance and Compliance

Principles of Effectiveness

21st CCLC and LEAPs programs must be operated in a manner that follows the Principles of Effectiveness.²⁰ These principles include the expectation that programs:

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

Performance Goals and Indicators

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

1. **Academic Achievement – State Assessments:** Percentage of students in grades 4 -8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts and math on state assessments.
2. **Academic Achievement – GPA:** Percentage of students in grades 7-8 and 10-12 attending 21st CCLC during the school year and summer with a prior year unweighted GPA of less than 3.0 who demonstrated an improved GPA.
3. **School Day Attendance:** Percentage of students in grades 1-12 participating in 21st CCLC programming during the school year and had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.
4. **Behavior:** Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
5. **Engagement in Learning:** Percentage of students in grades 1-5 participating in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning²²

Performance targets for this application were based on GPRA measures and statewide data collected during prior program years. A chart of the performance goals and indicators is listed below. Each performance goal aligns with a specific aspect of the department's strategic plan. Indicators are the tools that will be used to measure progress 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.

²⁰ ESSA, 20 U.S.C. § 7174(b)(2)(I).

²¹ U.S. Gov't. Accounting Off., Results-Oriented Government: GPRA Has Established a Solid Foundation for Achieving Greater Results (2004), [Web](#).

²² U.S. Dep't. of Educ., 21APR New GPRA Final Implementation Guide v.1.5. (May 9, 2022), [Web](#).

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

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

Indicator (unit of measure for progress towards goals): state assessments

Performance Target	Description
1.1	At least 20% of ALL students in grades 4-8 who participated in programming during the school year will demonstrate growth in Math state assessments.
1.2	At least 40% of students in grades 4-8 who participated in programming 90 hours or more during the school year will demonstrate growth in Math state assessments.
1.3	At least 20% of ALL students in grades 4-8 who participated in programming during the school year will demonstrate growth in Reading/Language Arts state assessments.
1.4	At least 40% of students in grades 4-8 who participated in programming 90 hours or more during the school year will demonstrate growth in Reading/Language Arts state assessments.

Performance Goal 2: All students will reach high academic standards demonstrating growth in all subjects.

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

Indicator (unit of measure for progress towards goals): unweighted grade point average (GPA)

Performance Target	Description
2.1	At least 25% of ALL students in grades 7-8 and 10-12 who participated in programming during the school year and had an unweighted GPA of less than 3.0 the year before will demonstrate an improved GPA.
2.2	At least 50% of ALL students in grades 7-8 and 10-12 who participated in programming 90 hours or more during the school year and had an unweighted GPA of less than 3.0 the year before will demonstrate an improved GPA.

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

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

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

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

	during the school year and missed 18 days or more in the prior school year will demonstrate an improved attendance rate in the current school year.
Performance Goal 4: All students will exhibit positive behavior changes that support academic and social growth.	
Alignment: ALIGNS with Tennessee Strategic Plan: Tennessee Public Schools will be equipped to serve the academic and non-academic needs of all students in their career pathways.	
Indicator (unit of measure for progress towards goals): In-school suspension data	
Performance Target	Description
4.1	At least 50% of ALL students who participated in programming during the school year will experience a decrease in in-school suspensions compared to the previous year.
4.2	At least 75% of ALL students who participated in programming 90 hours or more during the school year will experience a decrease in in-school suspensions compared to the previous year.
Performance Goal 5: All students will continuously be engaged in their learning.	
Alignment: ALIGNS with Tennessee Strategic Plan: All students will have access to a high-quality education no matter where they live.	
Indicator (unit of measure for progress towards goals): Teacher-reported survey responses (survey provided by the department)	
Performance Target	Description
5.1	At least 50% of ALL students who participated in programming during the school year will demonstrate an improvement in teacher-reported engagement in learning.
5.2	At least 75% of ALL students who participated in programming 90 hours or more during the school year will demonstrate an improvement in teacher-reported engagement in learning.
Performance Goal 6: Family engagement will be embedded in the entirety of the program.	
Alignment: ALIGNS with Tennessee Strategic Plan: Tennessee Public Schools will be equipped to serve the academic and non-academic needs of all students in their career pathways.	
Indicator (unit of measure for progress towards goals): Family-reported (the department prepared survey) programming that engages families, program staff communication related to individual student needs, program atmosphere, and overall program satisfaction	
Performance Target	Description
6.1	At least 90% of ALL families with children/youth who participated in the program will report that the program offers useful resources and materials such as workshops on homework assistance, parent advocacy, adult education classes, etc.
6.2	At least 90% of ALL families with children/youth who participated in the program will report that there is always program staff available to discuss individual student needs.

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

Local Evaluation

Federal guidelines for 21st CCLC grantees require programs to engage in local evaluation efforts annually, with the intent that those efforts contribute to continuous program improvement. All 21st CCLC programs are required to develop and measure progress towards identified goals. Data that informs local evaluation reporting can be from TN-ELAP (e.g., state assessment scores, GPAs, absenteeism) and/or survey results from reports received from state evaluators (e.g., students, families, teachers). Each program is required to develop at least two performance measure with quantifiable outcomes (i.e., SMART goals) related to the Extended Learning Performance Goals (pages 16-17). One performance measure shall focus on Performance Goals 1, 2, or 7 and the other performance goal shall focus on Performance Goals 3, 4, or 5. The local evaluation will consist of an Initial, Mid-year, and End-of Year Summative Reports.

Note: Local evaluation requirements also apply to LEAPs subrecipients.

Reporting and Monitoring

Data Collection

Agencies must have the capacity to access and collect appropriate progress reports and evaluation data. All funded 21st CCLC and LEAPs sites must participate in a rigorous evaluation process that will include the collection of attendance, academic achievement, and disciplinary information for the students served. Local 21st CCLC and/or LEAPs staff will enter program information in the state-sponsored data collection system (i.e. [ELAP](#)) and participate in the 21st CCLC or LEAPs statewide evaluation activities.

To track student enrollment and academic and discipline information via the student information system package (SIS), grantees should work with assigned school/district personnel to “flag” program participants in the SIS package for 21st CCLC or LEAPs under student classification. A memorandum of agreement²³ between the agency and the school district must be developed as applicable to articulate the need for cooperation in identifying and flagging these students.

There are two ways to “flag” program participants:

Option A - Local Student Information Systems (SIS) Package

- Each software package is different, but the flag should be under “Student Classification Type”
- The flag/value is **2 = 21st CCLC Participant**
- Requires dates of enrollment

Option B - Educational Information System (EIS)

- Schools may also use the “Enhanced Data Entry Screens” in EIS to flag 21st CCLC Participants.
- This is found under “Student Classification Type”
- The flag/value is **2 = 21st CCLC Participant**
- Requires date of enrollment

Reporting

Each 21st CCLC and LEAPs grantee must submit an initial, mid-year and end-of-the-year local evaluation report in ePlan. The report will include program updates and outcome data related to SMART goals. Grantees must also provide detailed information about how data is being used to make program improvements. Additionally, all 21st CCLC sites must submit the Annual Performance Report (APR) developed by ED. More information about 21st CCLC APR reporting can be found [here](#). Grantees who are late or miss reporting deadlines may be subject to increased monitoring and/or a reduction or loss of funding.

Monitoring

On-site Monitoring: On-site Monitoring of grantees is completed by the extended learning program staff. An annual risk analysis is conducted to determine when and how often a grantee is monitored onsite. Risk assessment data is based on performance indicators including, but not limited to:

- prior audit findings,

²³ See [Appendix C](#).

- timely drawdown of grant funds,
- timely submission of grant reports and data, and
- significant change in grant personnel.

On-site monitoring instruments will be housed and completed in ePlan. The extended learning staff members use the program and fiscal monitoring tool (see [Appendix D](#)) during the onsite monitoring visit.²⁴ During the on-site visit, a reimbursement request will also be selected for in-depth review. The grantee must provide supporting documentation for the request, including invoices, purchase orders, and other documentation which will be reviewed onsite with the grantee's fiscal representative. Extended learning staff will also review program documents and observe program activities during the on-site visit.

At the conclusion of the visit, grantees receive a copy of the completed monitoring tool, along with a corrective action plan, if needed.

Desktop Monitoring: Four (4) 21st CCLC and LEAPs grantees will be selected per month for desktop monitoring. Selected grantees must provide all supporting documentation for a single reimbursement request. Extended learning staff will review documentation and follow up if there are any questions or corrective action needed.

If unallowable costs are found during the monitoring process, a corrective action letter will be issued citing the amount of the unallowable costs and will require the funds to be repaid to the state treasury. The agency may file a written appeal to the department concerning the corrective action within 10 business days from the date of the monitoring visit. The written appeal should be sent to the extended learning programs office. The appeal packet should contain materials that support the appeal. Extended learning program staff will review the materials and will notify the appellant within five business days of receipt of the appeal.

²⁴ Note that the extended learning monitoring tool is currently being updated. This document will be updated when the tool is released for FY25.

Fiscal Management

General Considerations

21st CCLC and LEAPs grants are administered as reimbursement grant contracts, meaning the grantee delivers services and is reimbursed for actual approved expenditures. Agencies should have the fiscal capacity to manage cash flow challenges presented by this grant process. Grantees are encouraged to maintain two to three calendar months of operating capital to provide programming between payment requests. To ensure internal control, each director signs for expenditures made from his/her program.

Carry-over funds are not allowed.

Program Income and Fees

Note: *Program income and fees are only permissible upon approval from the department and/or ED as applicable.* In 2023, ED updated its guidance regarding program income/fees. As a result of the updates, the existing prior approvals granted to SEAs, in accordance with Uniform Guidance § 200.307, expired 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 below is based on information shared by ED in 2022-23 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.

Program income and fees must be approved as part of the agency's initial grant application. See the current 21st CCLC or LEAPs Request for Applications (RFA) for specific application timelines (found in [ePlan](#) > TDOE Resources > 5. Funding Applications and Grants > 21st CCLC/LEAPs Application Documents).

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.

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

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

Allowable Costs

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

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

Expenditures must follow the basic guidelines listed above and must be clearly tied to the goals and objectives of the project or program. See [Appendix E](#) for a detailed list. Grant funds may not be used to support religious activities, programming, or purchases.

Supplement not Supplant

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

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

Per Student Allocation and Participation

The per-student allocation varies depending on the grant allocation and awarded cohort. If awarded, the organization must serve, at a minimum, the expected number of regular attendees. The targeted participation goal for regular attendees can be calculated by utilizing the following allocation formula and Cohort per student allocation below:

- Allocation formula; Total grant allocation/per student allocation based upon cohort.
- Per Student Allocation by Cohort:

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

To reach regular attendee goal, best practice is to enroll more students than the number of regular attendees required. 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 actions that the grantee is undertaking to correct the issue. Failure to serve the expected number of regular attendees may result in the state developing a corrective action plan for the grantee to address. A grantee’s failure to comply with the corrective action plan or to serve the expected number of regular attendees may result in the reduction of the award the following year or termination of the grant.

Again, the target participation for **elementary** school students (Pre-K-5) is **90+ hours** of programming per year. For **middle and high school** students (6-12), the target participation is **45+ hours** per year.

Salaries/Wages

The key personnel for any extended learning program include the project director, site coordinator, and teacher. Sample job descriptions can be found in [Appendix F](#). In the budget narrative within the grant application, 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. The appropriate student/staff ratio for direct services must meet the following maximum staffing requirement:

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

*Ratios double for field trips.

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 that students being paid by the grant (e.g., tutors, work-based learning participants) may not also be counted as participants in the program and have their working hours logged as participation hours.

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/Staff Development

The key personnel for any extended learning program include the project director, site coordinator, and teacher.²⁵ Experience indicates that high-quality staff development is an essential element in an effective extended learning program. In addition to activities that may be provided locally, each grantee should budget to send a representative to state trainings/meetings. The extended learning team at the department as well as the state extended learning contractor both provide multiple opportunities for professional development throughout the year. Opportunities may include regional trainings, the annual Multi-State Conference, and monthly virtual extended learning office hours. Additionally, the [21st CCLC National Technical Assistance Center \(NTAC\)](#) provides free online professional development which is available to both 21st CCLC and LEAPs grantees.

Applicants should also refer to the childcare rules²⁶ for specific requirements related to professional development which require project directors and site coordinators to participate in 18 hours of professional development annually and all other extended learning staff 12 hours of professional development annually. In addition, applicants should identify a minimum of (2) staff members per site to be trained in appropriate emergency management procedures and certified in CPR and first aid. A staff member who holds a current certification in CPR and first aid training shall be present at all times and a first aid kit available.

IMPORTANT: All extended learning grantees should [subscribe](#) to the Federal Programs and Oversight Update to stay informed of extended learning professional development offerings.

Capital Purchases

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

Indirect Costs

The department has been given the authority by the ED to negotiate indirect cost proposals and to approve indirect cost rates for school districts. The department will allow state universities, state colleges, private colleges and universities, and non-governmental agencies to charge an indirect cost of up to eight percent or the agency's restricted rate approved by the appropriate cognizant agency. If awarded funding, the department will collect from the agency a copy of their current negotiated restricted indirect cost plan that has been approved by the appropriate cognizant agency.

Reimbursement Requests

Grantees are expected to submit reimbursement requests monthly. All payment reimbursement requests should be submitted electronically through [ePlan](#). Please refer to the ePlan training materials for the steps to submit reimbursement requests, which can be found in ePlan > TDOE Resources > User Resources ePlan Help > [Reimbursement Request Instructions](#).

²⁵ Sample job descriptions can be found in Appendix E.

²⁶ SBE Rule 0520-12-01 (2023), [Web](#).

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

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

ePlan Budget

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

1. Budget Line Items
2. Budget Narrative

Budget Line Items: The applicant will select the appropriate line item for each program expense.²⁷

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

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

- **Contracted Services** - Budget narratives must include:
 - Description of services to be purchased
 - Name of vendor or potential vendor to be used
 - Timeframe of services
- **Supplies and Materials** - Budget narratives must include:
 - Examples/List of materials and supplies to be funded
 - Overall cost for the line item should be included, quantity and cost per item can be included if known
 - Do not include the wording “such as but not limited to” examples should be included
- **Equipment** - Budget narratives must include:
 - Examples of equipment to be funded
 - Quantity of each type of equipment to be funded
 - Cost for each type of equipment to be funded
- **Professional Development** – Budget narratives must include:
 - Name/specific type of professional development to be supported
 - Number and position titles who will participate
 - Expenses to be paid such as registration, travel, lodging, meals, etc.

²⁷ See [Appendix G](#) for detailed budget information.

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

Budget Revisions: Budget revisions are completed in ePlan. Type **“REVISION” and the date** before each narrative when line items are being revised. This will help to differentiate the original budget from the revised budget completed throughout the year. Revisions must go through the agency approval process before being approved by the extended learning staff. If a budget revision is returned as **Not Approved**, check the *History Log* of the application for comments concerning additional information that is needed or corrections to be made.



Inventory/Records Management

Items must be added to the awarded agencies' inventory list and labeled appropriately using **cost center tags**. These tags can be purchased through an online vendor and should include the following series of numbers: **331.09.192 FY**. Damaged, lost, or stolen items must be accounted for on the inventory list. Specific requirements may be found in the Extended Learning Monitoring Tool found in [Appendix D](#).

At the close of a successful grant cycle, agencies may retain the equipment as their property, provided it will continue to be used in a manner consistent with the program guidelines. Program documents, files, and financial records must be maintained for a minimum of three years after the close of the grant project.

Grant Close-out Process

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

- Submit the [end of the year](#) report in ePlan by the established deadline.
- Complete all program data entry into ELAP and complete the APR reporting as required by ED.
- Ensure all participants are properly flagged as 21st CCLC or LEAPs students in their school systems attendance/information computer program.
- Request final reimbursement payment through ePlan by **June 30** (July 29 if summer programs are held) of each year.
- Complete the Final Expenditure Report²⁸ in ePlan by **Aug. 15** (Aug. 30 if summer programs are held) each year. **IMPORTANT:** *All reimbursements must be processed **before** the FER is completed and submitted.*

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

²⁸ More information can be found [here](#).

Additional Resources

[21st Century Community Learning Centers Non-Regulatory Guidance](#)

[Extended Learning and Afterschool Programs \(tn.gov\)](#)

[21st CCLC National Technical Assistance Center \(NTAC\)](#)

[U.S. Department of Agriculture Food and Nutrition Service](#)

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

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

Parent/Guardian Consent to Participate in Student Surveys

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

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


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

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

Appendix B: Statement of Collaboration and Partnership

<p>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.</p>	
<p>Name of Partner Group/Organization:</p>	<p>Description of Services and/or Support to be Provided:</p>
<p>Address: Click or tap here to enter text.</p>	
<p>Phone: Click or tap here to enter text.</p>	
<p>Fax: Click or tap here to enter text.</p>	
<p>Email: Click or tap here to enter text.</p>	
<p>Printed Name: Click or tap here to enter text.</p>	
<p>Signature:</p>	

Appendix C: Sample Memorandum of Agreements

		<h2>Memorandum of Agreement: 21st CCLC</h2>	
<p>Applicant Agency: Click or tap here to enter text.</p> <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. 			
<h3>Certification of Participation of School or District</h3>			
<p>Name of School or District: Click or tap here to enter text.</p>			
<p>Mailing Address: Click or tap here to enter text.</p>			
<p>Phone: Click or tap here to enter text.</p>		<p>Email: Click or tap here to enter text.</p>	
<p>School or District Authorized Signature:</p>		<p>Date: Click or tap here to enter text.</p>	
<p>School or District Signatory Printed Name and Title: Click or tap here to enter text.</p>			
<p>Applicant Agency Authorized Signature:</p>		<p>Date: Click or tap here to enter text.</p>	
<p>Applicant Agency Signatory Printed Name and Title: Click or tap here to enter text.</p>			

Memorandum of Agreement: LEAPs

Applicant Agency:

I understand that the above agency plans to submit a Lottery for Education Afterschool Programs (LEAPs) application to the Tennessee Department of Education. Our school/district agrees to the following responsibilities to ensure successful programming for our students and their family members:

- To provide ongoing opportunities for meaningful communication between the school staff and the LEAPs program staff;
- To provide opportunities for school staff and LEAPs program staff to plan, coordinate, and integrate curricular needs within the afterschool activities;
- To assist in tracking student enrollment, academic, and discipline information via the student information system package (SIS). To this end, LEAPs staff will need assistance in obtaining the state-issued student identification number. Assigned school/district staff will receive participant enrollment information from the LEAPs program staff once per semester and will “flag” program participants in the SIS package for **LEAPs** under student classification; and,
- To assist in obtaining all relevant student data including grades, state assessment, attendance, parent, teacher, or student surveys for evaluating student progress and program effectiveness for mandatory state and federal reports. It will be the responsibility of the LEAPs program staff to obtain parental/legal guardian consent for the sharing of student information. The school/district shall ensure that LEAPs program staff maintain student confidentiality of records within the guidelines of state and federal requirements.

Certification of Participation of School or District

Name of School or District:

Mailing Address:

Phone:

Fax:

School or District Authorized Signature:

Date:

School or District Signatory Printed Name and Title:

Applicant Agency Authorized Signature:

Date:

Applicant Agency Signatory Printed Name and Title:

Appendix J: Extended Learning Monitoring Tool

Grantee:	Grant/Cohort:	Date of Site Visit:
Program Director:	Phone:	Email:
Mailing Address:		
Sites Visited:		

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

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

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

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

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

Programming				
Monitoring Indicator		Supporting Evidence Reviewed On-site	Compliance Status	Comments
1	<p>The grantee has identified and is serving eligible students and their families consistent with the original grant application (or approved amendments).</p> <p>Citation: TDOE ExL Program Manual</p>	<input type="checkbox"/> Progress reports <input type="checkbox"/> Participant list <input type="checkbox"/> Registration forms <input type="checkbox"/> Participant eligibility data or spreadsheets <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Grantee Pre-Upload:</p> <ul style="list-style-type: none"> • Written student selection criteria
2	<p>The grantee conducted timely and meaningful consultation with eligible private school officials during the development of the 21st CCLC program or activities. The grantee provides proof that this consultation occurs on an ongoing basis throughout the duration of the grant.</p> <p>Citation: ESSA § 8501(c)</p>	<input type="checkbox"/> Interview-Description of process <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	<p>Grantee Pre-Upload:</p> <ul style="list-style-type: none"> • Proof of private school consultation (i.e. intent and/or affirmation forms) • Proof of communication with private schools (i.e. emails, phone logs, meeting agendas, etc.)

3	<p>The grantee provides the minimum number of days and hours for the grades served listed below AND as described in the original grant application.</p> <table border="1" data-bbox="205 232 800 527"> <tr> <td></td> <td>21st CCLC</td> <td>LEAPs</td> </tr> <tr> <td>Hours Open Requirement by grade</td> <td>Pre-K-5: 12+ hours/week 6-12: 10+ hours/week</td> <td>K-12: 15+ hours per week</td> </tr> <tr> <td>Days Open Requirement</td> <td>120 days minimum*</td> <td>180 days minimum*</td> </tr> </table> <p>*The minimum day count should not include days with only morning programming.</p> <p>Citation: TDOE ExL Program Manual</p>		21 st CCLC	LEAPs	Hours Open Requirement by grade	Pre-K-5: 12+ hours/week 6-12: 10+ hours/week	K-12: 15+ hours per week	Days Open Requirement	120 days minimum*	180 days minimum*	<input type="checkbox"/> Interview - Description of programming <input type="checkbox"/> Posted program calendars/schedules <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Grantee Pre-Upload:</p> <ul style="list-style-type: none"> • Spreadsheet for the program year with the following listed by site: <ul style="list-style-type: none"> -Start date of programming -End date of programming -Hours of Operation by morning and afternoon -Number of days open per year -Number of hours open per week
	21 st CCLC	LEAPs											
Hours Open Requirement by grade	Pre-K-5: 12+ hours/week 6-12: 10+ hours/week	K-12: 15+ hours per week											
Days Open Requirement	120 days minimum*	180 days minimum*											
4	<p>The grantee has disseminated information about the center's operation to community members in a manner that is understandable and accessible.</p> <p>Citation: ESSA §4204(b)(2)(A)(iii)</p>	<input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Grantee Pre-Upload:</p> <ul style="list-style-type: none"> • Student enrollment forms/packet samples • Program flyers and/or advertisements • Sample communication sent to family members or teachers about student's participation in the program <p>Site Level Pre-Upload:</p> <ul style="list-style-type: none"> • Orientation flyers, emails, surveys, etc. • Program orientation meetings with sign-in sheets 									

5	<p>Site staff follows the program schedule which includes both academic and enrichment programming with 60 minutes of intentional physical activity each week.</p> <p>Citation: TDOE ExL Program Manual</p>	<input type="checkbox"/> Posted program schedule <input type="checkbox"/> Lesson plans <input type="checkbox"/> Curriculum <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Site Level Pre-Upload:</p> <ul style="list-style-type: none"> • Program schedule for site being monitored • Lesson plan examples documenting both academic and enrichment programming including physical activity
6	<p>Any site schedule changes are posted and communicated to parents, volunteers, and partners.</p> <p>Citation: TDOE ExL Program Manual</p>	<input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Site Level Pre-Upload:</p> <ul style="list-style-type: none"> • Proof of communication with parents, volunteers, and partners (i.e. emails, phone logs, program flyers, etc.) if scheduled changes have been made
7	<p>The site has participant eligibility requirements, schedule, non-discrimination policy, Comptrollers notice, snack/dinner menu, and program guidelines posted in public view.</p> <p>Citation: SBE Rule 0520-12-01-.15</p>	<input type="checkbox"/> A bulletin board showing each item at each site in an appropriate location. <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
8	<p>The Grantee has procedures for:</p> <p>A) filing civil rights complaints and B) Staff awareness of EDGAR Section 76.532 prohibiting the use of grant funds for religion.</p> <p>Citation: ESSA § 4-21-101; 34 C.F.R. § 76.532</p>	<input type="checkbox"/> Interview <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Grantee Pre-Upload:</p> <ul style="list-style-type: none"> • Employee handbook • Meeting agenda showing topics were discussed with employee sign in sheets

9	<p>The program schedule and disciplinary policies are included in the parent/student handbook which is distributed at orientation or upon enrollment and clearly posted in public view.</p> <p>Citation: TDOE ExL Program Manual</p>	<input type="checkbox"/> Handbook clearly posted/displayed <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Site Level Pre-Upload:</p> <ul style="list-style-type: none"> • Student handbook • Evidence of handbook distribution to families
10	<p>Healthy food and drinks that meet the guidelines of the After School Snacks and Suppers section of the USDA Food and Nutrition Service are provided at each site.</p> <p>Citation: TDOE ExL Program Manual; SBE Rule 0520-12-01-.15</p>	<input type="checkbox"/> Menu posted on bulletin board <input type="checkbox"/> Observation <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Site Level Pre-Upload:</p> <ul style="list-style-type: none"> • Sample calendar of snacks and/or suppers menus
11	<p>Family engagement is embedded throughout the entire year in the program as evidenced by sign-in agendas, schedules, etc.</p> <p>Citation: ESSA § 4205(a)(10); TDOE ExL Program Manual</p>	<input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Agendas <input type="checkbox"/> Schedules <input type="checkbox"/> Photos <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Site Level Pre-Upload:</p> <ul style="list-style-type: none"> • Proof of family engagement (i.e. communication, event agendas, materials, sign-in sheets, etc.)
12	<p>The staff keeps records of the number of In-school suspensions for each participant that occur during the school day. Staff also keeps records for discipline offenses that occur during extended learning time.</p> <p>Citation: TDOE ExL Program Manual</p>	<input type="checkbox"/> Regular school day discipline log <input type="checkbox"/> Extended Learning discipline log <input type="checkbox"/> Sample log(s) if none completed <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Site Pre-Upload:</p> <ul style="list-style-type: none"> • Sample discipline log forms
13	<p>Sites are in active collaboration with the regular school day staff to best determine the needs of the students in the extended learning program.</p>	<input type="checkbox"/> Email communication with the regular school-day teacher <input type="checkbox"/> Meeting notes or agenda <input type="checkbox"/> School visits/School communication log	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Site Pre-Upload:</p> <ul style="list-style-type: none"> • Proof of staff communication with the regular school-day teacher (i.e. emails, meeting notes or agenda, sign-in sheets, etc.)

	Citation: ESSA § 4204(b)(2)(D)(i)	<input type="checkbox"/> IEP meeting notes/invites <input type="checkbox"/> Other		
14	<p>Site staff works well together to meet the needs of all students and uses positive techniques to guide student behavior.</p> <p>Citation: TDOE ExL Program Manual</p>	<input type="checkbox"/> Observation <input type="checkbox"/> Training <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
15	<p>Site activities reflect a broad array of activities that improve student academic achievement in reading/language arts and math based on performance goals.</p> <p>Citation: ESSA §4204(b)(2)(B), §4205(a), and §4205(b)(1)(C); TDOE Performance Goal 1, 2, 7</p>	<input type="checkbox"/> Interviews with staff <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Site Pre-Upload:</p> <ul style="list-style-type: none"> • Lesson plans showing links to State academic standards • Proof of staff communication with the regular school-day teacher around academics (i.e. emails, meeting notes or agenda, sign-in sheets, etc.)
16	<p>A variety of enrichment activities are embedded in the programming at the sites (e.g., hands-on science, art, music, etc.) effectively so that students are engage in the activity or learning process.</p> <p>Citation: TDOE ExL Program Manual</p>	<input type="checkbox"/> Posted daily schedule <input type="checkbox"/> Lesson plans <input type="checkbox"/> Completed student surveys <input type="checkbox"/> Pictures <input type="checkbox"/> Observation	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Site Level Pre-Upload:</p> <ul style="list-style-type: none"> • Lesson Plan Examples • Weekly/Monthly Enrichment Schedule Samples • Student survey example
17	<p>Grantee demonstrates how they will coordinate Federal, State, and local programs and make the most effective use of public resources to enable students to participate in a variety of meaningful and fun enrichment activities.</p> <p>Citation: ESSA §4204(b)(2)(C)</p>	<input type="checkbox"/> Sign-in sheets of partners and volunteers <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Grantee Pre-Uploads:</p> <ul style="list-style-type: none"> • Current partnership agreement forms • Current MOUs • Proof of communication with partners (partner meeting agendas with sign-in sheets, emails)

18	<p>The grantee houses site activities in a safe and accessible facility.</p> <p>Citation: §4204(b)(2)(A)(ii)</p>	<input type="checkbox"/> Observation <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant							
19	<p>The student/staff ratio is appropriate and safe for the specific activities conducted and meets the following maximum staffing requirement:</p> <table border="1" data-bbox="201 354 793 467"> <thead> <tr> <th>Age</th> <th>Adult/Child Ratio</th> </tr> </thead> <tbody> <tr> <td>Elementary (PreK-5)</td> <td>1:20</td> </tr> <tr> <td>Middle/High (6-12)</td> <td>1:30</td> </tr> </tbody> </table> <p>*Ratios double for field trips.</p> <p>Citation: SBE 0520-12-01-.15</p>	Age	Adult/Child Ratio	Elementary (PreK-5)	1:20	Middle/High (6-12)	1:30	<input type="checkbox"/> Participant list <input type="checkbox"/> Daily schedule <input type="checkbox"/> Observation <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Age	Adult/Child Ratio									
Elementary (PreK-5)	1:20									
Middle/High (6-12)	1:30									
20	<p>An emergency response plan (ERP) specific to site/extended learning has been prepared and includes appropriate monthly drills with procedures for emergency situations including fire, tornado, intruder/lockdown, and earthquake (others if needed).</p> <p>Citation: SBE 0520-12-01-.15 and (13)(k)</p>	<input type="checkbox"/> Documentation of practiced safety drills <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Site Level Pre-Upload:</p> <ul style="list-style-type: none"> • Emergency Response Plan for each site • Safety drill logs 						
21	<p>Grantee has identified a minimum of (2) staff members per site to be trained in appropriate emergency management procedures and are certified in CPR and first aid. A staff member who holds a current certification in CPR and first aid training shall be present at all times. It is also required a first aid kit be on site.</p> <p>Citation: SBE 0520-12-01-.15 (13)(g-h)</p>	<input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Site Level Pre-Upload:</p> <ul style="list-style-type: none"> • List of program staff who have completed ERP training – include dates of training • Copies of CPR Cards 						
22	<p>The grantee has a secure procedure for the travel of students safely to and from the site (bus transportation, parent pick-up, walking, or student drivers).</p>	<input type="checkbox"/> Sign-in/out Logs <input type="checkbox"/> Transportation plan for students <input type="checkbox"/> Approved pick-up for each student <input type="checkbox"/> Policy in parent/student handbook <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Site Level Pre-Upload:</p> <ul style="list-style-type: none"> • Written transportation Plan 						

	Citation: ESSA §4204(b)(2)(A)(i)			
23	Student emergency contact and medical information are on file and easily accessible. Citation: TDOE ExL Program Manual	<input type="checkbox"/> Student emergency information in an easily accessible format	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Staffing & Professional Development				
24	All staff, contractors, and volunteers have undergone a thorough screening and background check. Background checks are required every five (5) years. Citation: SBE 0520-12-01-.07	<input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	Grantee Pre-Upload: <ul style="list-style-type: none"> List of staff, contractors, and/or volunteers who have passed background checks including dates for all centers
25	Written job descriptions and signed employee timesheets including employee signature and supervisor are on file. Citation: SBE 0520-12-01-.05; TDOE ExL PM	<input type="checkbox"/> Staff interviews <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	Site Level Pre-Upload: <ul style="list-style-type: none"> Job descriptions for site staff Timesheet Form
26	The ExL staff has documented professional development (PD) activities on file that are in the core areas of academic instruction as well as extended learning best practices and/or TDOE-sponsored trainings. The project and site directors should have 18 hours of PD per year. All other ExL staff shall have 12 hours of PD per year.	<input type="checkbox"/> Staff professional development certificates of attendance, <input type="checkbox"/> Sign-in sheets or logs <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	Site Level Pre-Upload: <ul style="list-style-type: none"> Spreadsheet including staff name and number of PD hours for each staff member

	Citation: SBE 0520-12-01-.15 (8)(a); (2) (b)(2); TDOE ExL PM			
27	<p>Program staff conducts frequent staff meetings pertaining to program operation and student needs as well as conducts documented monitoring visits.</p> <p>Citation: TDOE ExL PM</p>	<input type="checkbox"/> Interviews <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Grantee and Site Pre-Upload:</p> <ul style="list-style-type: none"> • Staff meeting agendas and minutes with sign-in sheets • Completed Monitoring tool for sites
Reporting and Evaluation				
28	<p>Extended Learning Afterschool Programs (ELAP) student participation data is entered at least weekly. Grantee has participant sign-in/sign-out documents to support ELAP data.</p> <p>Citation: TDOE ExL PM</p>	<input type="checkbox"/> Site sign-in / sign-out documents	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>TDOE Pre-Check:</p> <ul style="list-style-type: none"> • ELAP attendance report
29	<p>The Grantee submits required reports and data to the department's office of extended learning by due date including local evaluation/other reports, APR, ELAP, and CBO DGAs.</p> <p>Citation: TDOE ExL PM</p>	<input type="checkbox"/> Mid-Year Report <input type="checkbox"/> End-of-Year Report <input type="checkbox"/> 21 APR <input type="checkbox"/> Local evaluation data <input type="checkbox"/> DGAs (CBOs)	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>TDOE Pre-Check:</p> <ul style="list-style-type: none"> • Initial Report • End of Year Report • 21APR • Local evaluation data • Contracts (CBOs)

30	<p>The grantee conducts a local evaluation annually to access progress towards providing high-quality programming and uses the results to refine, improve, and strengthen the program. Results are made available to the public upon request.</p> <p>Citation: ESSA §4205(b)(2)(A); §4205(b)(2)(B)(i); §4205(b)(2)(B)(ii)</p>	<input type="checkbox"/> Evidence of communication between grantee and stakeholders request for information <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>TDOE Pre-Check:</p> <ul style="list-style-type: none"> Local Evaluation data
Fiscal Management				
31	<p>The Grantee has a policy/procedure governing the preparation and approval of budgets and budget amendments.</p> <p>Citation: TDOE ExL PM</p>	<input type="checkbox"/> The approved budget is reflected in the Grantee's accounting software <input type="checkbox"/> Budget Amendments <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
32	<p>The Grantee has a policy/procedure in place to authorize, verify, and reimburse travel expenditures.</p> <p>Citation: 2 C.F.R. § 200.303</p>	<input type="checkbox"/> Travel Requests <input type="checkbox"/> Purchase orders <input type="checkbox"/> Receipts / Invoices <input type="checkbox"/> Check / expenditure <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Grantee Pre-Upload:</p> <ul style="list-style-type: none"> Grantee written travel policy
33	<p>The Grantee has written policies/procedures that provide the following:</p> <p>A) an inventory database that contains the following elements:</p> <ol style="list-style-type: none"> a) description of all items over \$100 b) serial number and other identifying numbers (barcode or other local identifying number) c) acquisition date d) cost 	<input type="checkbox"/> Check inventory at sites	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>Grantee Pre-Upload:</p> <ul style="list-style-type: none"> Completed inventory database with all items listed in 35, A & B.

	<p>e) the physical location of property f) use and condition; and g) disposition data (date, method of disposition, sales price-if applicable) when property is retired from service. B) a physical inventory of the property at least once every year</p> <p>Citation: 2 C.F.R. § 200.313(d)</p>			
34	<p>The equipment that was purchased by grantee was beneficial for the program.</p> <p>Citation: 2 C.F.R. § 200.318 Procurement</p>	<input type="checkbox"/> Observation -Alignment with the grant application or approved amendments or requests	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>TDOE Pre-Check:</p> <ul style="list-style-type: none"> ePlan funding applications
35	<p>The Grantee has records to support whether funds were obligated and liquidated within the approved grant period.</p> <p>Citation: 34 C.F.R. § 76.707 (obligations chart)</p>	<input type="checkbox"/> Purchase Orders/Contracts <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>TDOE Pre-Check:</p> <ul style="list-style-type: none"> ePlan funding applications
36	<p>Grantee funds are drawn down from ePlan monthly starting in October for a minimum of 8 drawdowns per year in correlation to expenditures by grantee.</p> <p>Citation: UG §200.302</p>	<input type="checkbox"/> ePlan reimbursement requests	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>TDOE Pre-Check:</p> <ul style="list-style-type: none"> ePlan reimbursement requests
37	<p>The Grantee budget and accounting records align with the approved funding application and reflect the approved line items and amounts.</p> <p>Citation: TDOE ExL PM</p>	<input type="checkbox"/> Expenditure reports <input type="checkbox"/> Reimbursement request supporting documentation <input type="checkbox"/> ePlan budget	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<p>TDOE Pre-Check:</p> <ul style="list-style-type: none"> ePlan reimbursement requests

38	<p>The grantee ensures internal control, each project director signs for expenditures made from his/her program.</p> <p>Citation: TDOE ExL PM</p>	<input type="checkbox"/> Purchase orders	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
39	<p>If the Grantee charges for services or income from other sources, the grantee has obtained appropriate permission from TDOE/US ED. Is the income properly accounted for?</p> <p>Citation: UG §200.307 Citation: 2 C.F.R. § 200.307 Program Income</p>	<input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant <input type="checkbox"/> N/A	<p>Grantee Pre-upload</p> <ul style="list-style-type: none"> • Policy on program fees/income • Approval from TDOE and/or US ED • Accounting ledger showing how funds were accounted for and used
40	<p>The Grantee determines that purchases with funds comply with federal cost principles (i.e., reasonable, necessary, and allocable). Are adequate controls in place to account for monies received?</p> <p>Citation: 2 C.F.R. § 200.403</p>	<input type="checkbox"/> Evidence of multiple bids <input type="checkbox"/> Documents showing purchases impacted the targeted population <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Progressing <input type="checkbox"/> Non-compliant	
41	<p>All financial records and programmatic records, supporting documents, statistical and other records are maintained for 3 years or until the resolution of any litigation, claim, negotiation, audit, or other action involving records.</p> <p>Citation: UG §200.334</p>	<input type="checkbox"/> Records from the First FY <input type="checkbox"/> Records from the Second FY <input type="checkbox"/> Records from the Third FY <input type="checkbox"/> Other records for unresolved issues	<input type="checkbox"/> Compliant <input type="checkbox"/> Progressing <input type="checkbox"/> Non-compliant	

42	<p>Position count and FTEs are consistent with the budget/application (or approved amendments). Salaries and benefits of staff are tracked appropriately.</p> <p>Citation: TDOE ExL PM</p>	<input type="checkbox"/> Application / amendment <input type="checkbox"/> Signed employee timesheets <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Progressing <input type="checkbox"/> Non-compliant	<p>Grantee Pre-Uploads:</p> <ul style="list-style-type: none"> List of personnel by site with the funding source Employee Schedules
43	<p>Employees who work on multiple activities funded from different sources have personnel activity records (PAR) that support the distribution of their salaries/wages.</p> <p>Citation: 2 C.F.R. § 200.430(i)</p>	<input type="checkbox"/> Timesheets <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Progressing <input type="checkbox"/> Non-compliant	<p>Grantee Pre-Upload:</p> <ul style="list-style-type: none"> Personal Activity Reports (PARs)
44	<p>The grantee has a sustainability plan in place that discusses how the extended learning program will continue after funding ends.</p> <p>Citation: ESSA §4204(b)(2)(D)(i)</p>	<input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Progressing <input type="checkbox"/> Non-compliant	<p>Grantee Pre-Upload:</p> <ul style="list-style-type: none"> Written sustainability plan
45	<p>If the grantee sub-contracts daily programming services to an outside entity, provide a narrative as to how the grantee provides oversight of the sub-contracted entity's programming to meet grant/contract requirements, how expenditures are monitored for allowability and appropriateness, and how the grantee ensures its policies and procedures are being met.</p> <p>Citation: TDOE ExL Program Manual</p>	<input type="checkbox"/> Other Sub-contract documentation <input type="checkbox"/> Expenditures <input type="checkbox"/> Other	<input type="checkbox"/> Compliant <input type="checkbox"/> Progressing <input type="checkbox"/> Non-compliant	<p>Grantee Pre-Upload:</p> <ul style="list-style-type: none"> Proof of communication with subcontractors (i.e. correspondence agendas, sign-in sheets, etc.

Exemplary Practices, Recommendations, and Corrective Action Plan

Grantee Name:

Exemplary Practices

Practice	Description

Department Recommendations for Improvement

Area	Recommendation

Grantee Request for Technical Assistance

Area	Grantee Request for Department Assistance

Compliance Action Plan

Corrective action needed: **Yes** **No**

Compliance Issue	Action Step(s)	Required Documentation	Recurring Issue (Yes/No)	DEADLINE for Completion

Appendix E: Allowable Costs

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

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

Some examples of non-allowable expenditures are:

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

This is not an all-inclusive list of allowable and non-allowable expenses. Grantees are expected to follow all guidelines for the administration of federal grant funds.²⁹

²⁹ 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 objectives and establishes benchmarks for success each year
- Collects report card and assessment data for each student in the program to monitor progress
- Works with site coordinators to meet attendance goals and compliance with state and federal 21st CCLC guidelines
- Makes sure students are flagged in the student management system as 21st CCLC participants
- Oversees data collection/management activities
- Prepares mid-year and end of 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 a Certificate of Approval for all sites serving students for 15 hours or more per week
- Attends the summer symposium and multistate and other state-sponsored conferences
- Obtains 18 professional development hours each year
- Organizes professional development training for site coordinators and staff as it relates to grant goals and objectives
- Works with community partners to expand enrichment activities
- Disseminates annual surveys of stakeholders (i.e., parents, teachers, students). Analyze and share results with various stakeholders
- Works with site coordinators to resolve parent or personnel issues
- Evaluates program and program staff
- Develops operations policies and practices for the after-school program in cooperation with staff, youth, and parents
- Develops a sustainability plan and works toward program sustainability over the grant period

Site Coordinator Responsibilities

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

Teacher Responsibilities

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

Appendix G: Budget Crosswalk

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