# Extended Learning Program Manual

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

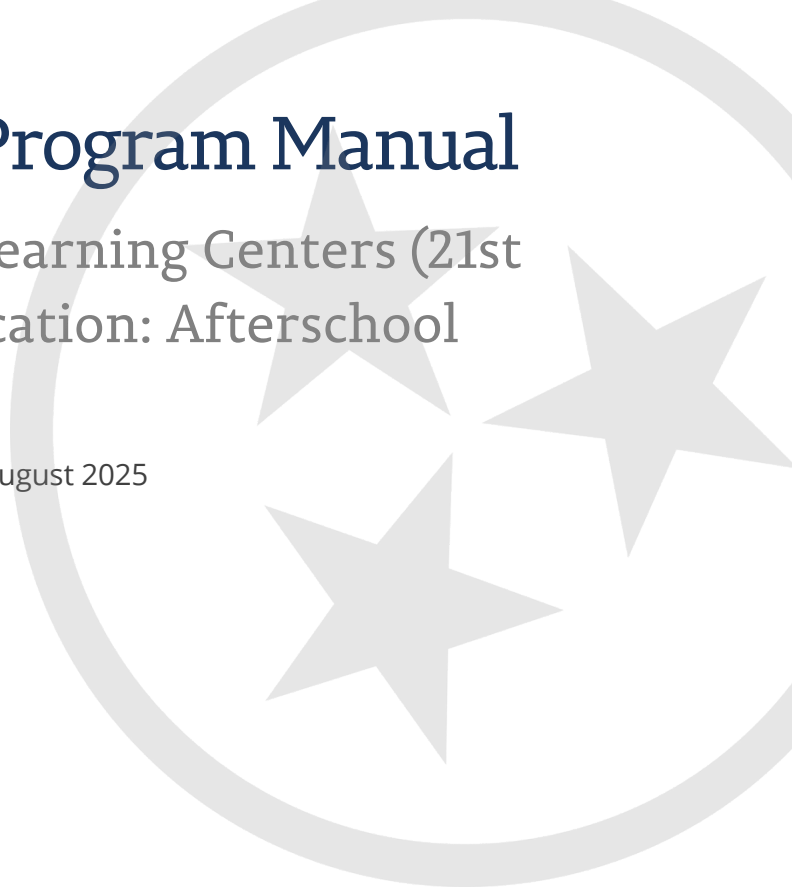Tennessee Department of Education | Updated August 2025

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# 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 All[3] strategic plan specifically supporting the whole child by providing academic and non-academic supports.

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[1] ESSA § 4201, 20 U.S.C. 7171
[2] Tenn. Code Ann. § 49-6-702
[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 organizations (CBOs), 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 who 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*

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[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 percent** 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 adequate yearly progress as a result of parent choice;
  - be at risk of failing one or more subjects or are behind grade level by at least one year.

## *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]

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[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 <u>120 days per year from Aug. to May. Summer is optional.</u>**
- 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 in grades K-12 for <u>160 days per year from Aug. to May. Summer is optional.</u>**

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 **Sept.1**.*

**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 rule**[8]. 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 five 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]

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[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 after-school 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. **IMPORTANT: Grantees not serving the expected number of students, not meeting program requirements, 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.

**Termination of Grant due to Just Cause**
A grant may be terminated at any time for just cause, which includes, but is not limited to, non-compliance with grant terms and conditions, failure to meet project milestones, mismanagement of funds, or submission of false or misleading information. If a grant is terminated for just cause, the applicant will be ineligible to reapply for funding under this program for five years from the date of termination.

## Appeals Process

Applicants who 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 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 Requirements**[11] | <ul><li>21APR</li><li>ELAP</li><li>Other state reports</li><li>Local evaluation (starting with Cohort 23)</li></ul> | <ul><li>ELAP</li><li>Other state reports</li><li>Local evaluation</li></ul> |
| **Hours Open Requirement** | Grades pre-K–5: 12+ hours per week<br>Grades 6-12: 10+ hours per week | 15+ hours per week |
| **Days Open Requirement** | Minimum of 120 days, not including summer* | Minimum of 160 days, not including summer* |
| **NOTE:** The minimum number of days open does not include days with morning-only programming or summer programming. | | |

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[10] ESSA § 4201, 20 U.S.C. § 7171.
[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 (ELs)
- 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 are 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 21st CCLC 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 |
| **3:30-4:30** | ELA/Homework | Math/Homework | ELA/Homework | Math/Homework | ELA/Homework |
| **4:45-5:30** | STEM | Physical activity | Cooking Class | Physical activity | Art |

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

## 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 the data that 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 on a student's IEP.

## Private School Students (21st CCLC Only)

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

As required under 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 the state ombudsman ([Michelle.Harless@tn.gov](mailto: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

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[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.](#)

CCLC grantees – LEAs and CBOs.

If an applicant is successful in receiving a 21st CCLC grant, it must annually, and on an ongoing basis, consult with officials of private schools within the geographic area the program serves to determine:
1. If private school officials wish for their eligible children and educators to participate, or continue to participate;
2. If students participating in the program will change; and
3. to resolve any implementation concerns.

In other words, services must be offered to all eligible private schools annually, even if a private school declined services in the past. A sample 21st CCLC Intent to Participate form is available and may be edited to meet LEA, CBO, and private school needs. This form should be shared with all eligible private schools annually, typically in Nov. or Dec. in anticipation of the following school year. The department does not collect completed intent forms outside of the initial (i.e., competition year) grant application. Grantees 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 12 hours of programming annually at each site for adult family members, specific to extended learning. This programming should also include the mandatory extended learning parent orientation, but not the general family engagement events the school day hosts.

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[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.
- 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 parents or 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. CBOs 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, prior approval must be received from the department. If the grantee is sub-contracting daily programming

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

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 learning[22]

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.

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[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*

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

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

- **Performance Goal #1: ACADEMIC ACHIEVEMENT-** At least 20% of ALL students in grades 4-8 participating will demonstrate growth in math and Reading/Language Arts on state assessment.

- **Performance Goal #2: ACADEMIC ACHIEVEMENT- GPA:** At least 25% of ALL students in grades 7-12 participating in programming with a prior-year unweighted GPA of less than 3.0 will demonstrate an improved GPA.

- **Performance Goal #3: SCHOOL DAY ATTENDANCE**: At least 50% of ALL students in grades 1-12 participating in programming who had a school day attendance rate at or below 90% in 2023-24 will demonstrate an improved attendance rate in the current school year.

- **Performance Goal #4: BEHAVIOR:** At least 50% of ALL students in grades 1-12 participating in programming will experience a decrease in in-school suspensions compared to the 2023-24 school year.

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

In addition, the team will report participation data from ELAP and set improvement goals for regular attendance.

# 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 agreement[23] 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. 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,
- timely drawdown of grant funds,
- timely submission of grant reports and data, and

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[23] See Appendix C.

- 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.

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[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. Beginning with Cohort 24, all awarded 21st CCLC grantees will be prohibited from charging program fees. The only allowable source of program income will be through participation in the childcare voucher program. 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 |
|---|---|---|
| 21st CCLC Cohort 22 | $1,500 | $1,350 |
| 21st CCLC Cohort 23 | $1,750 | $1,500 |
| 21st CCLC Cohort 24 | $1,250 | $1,250 |
| LEAPS-All | $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 rules[26] 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 shall be 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 acquisitions are not allowable capital purchases. Vehicle leases are allowable expenditures, if necessary.

## Indirect Costs

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

## Reimbursement Requests

Grantees are expected to submit reimbursement requests monthly. 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.

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

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[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.
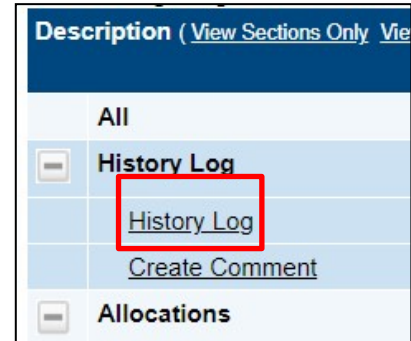


## *Inventory/Records Management*

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-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 Report[28] 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.

## *Additional Resources*

21st Century Community Learning Centers Non-Regulatory Guidance

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[28] More information can be found here.

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

| We have participated in the planning and design of this project and agree to support and participate in the activities outlined in this application. Copy the form as needed. | |
|---|---|
| Name of Partner Group/Organization: | Description of Services and/or Support to be Provided: |
| Address:<br>Click or tap here to enter text. | |
| Phone: Click or tap here to enter text. | |
| Fax: Click or tap here to enter text. | |
| Email: Click or tap here to enter text. | |
| Printed Name:<br>Click or tap here to enter text. | |
| Signature: | |

# Appendix C: Sample Memorandum of Agreements

| | |
|---|---|
| **TN** Department of **Education** | **Memorandum of Agreement: 21st CCLC** |

**Applicant Agency:** Click or tap here to enter text.

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:

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). To this end, 21st CCLC staff will need assistance in obtaining the state-issued student identification number. Assigned school/district staff will receive participant enrollment information from the 21st CCLC program staff once per semester and will "flag" program participants in the SIS package for *21st CCLC* under student classification; and

4. To assist in obtaining all relevant student data, including grades, grade point average, state assessment, attendance, family, teacher, or student surveys for evaluating student progress and program effectiveness for mandatory state and federal reports. It will be the responsibility of the 21st CCLC program staff to obtain parental/legal guardian consent for the sharing of student information. The school/district shall ensure that 21st CCLC program staff maintain student confidentiality of records within the guidelines of state and federal requirements.

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

| TN Department of Education | **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 D: Extended Learning Monitoring Tool

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

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

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

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

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

| Programming | | |
|---|---|---|
| **Monitoring Indicator** | **Supporting Evidence** | **Required Uploads** |
| 1 The grantee has identified and is serving eligible students and their families consistent with the original grant application (or approved amendments).<br><br>Citation: TDOE ExL Program Manual | ❑ Written Student Selection Criteria<br>❑ Progress reports<br>❑ Participant list<br>❑ Registration forms<br>❑ Participant eligibility data or spreadsheets<br>❑ Other | **Grantee:**<br><br>• Written student selection criteria (who are you targeting) |
| 2 **21st CCLC Grantees Only:** The grantee conducted timely and meaningful consultation with eligible private school officials during the development of the 21st CCLC program or activities. The grantee provides proof that this consultation occurs on an annual basis throughout the duration of the grant.<br><br>Citation: ESSA § 8501(c) | ❑ Intent/Affirmation Forms<br>❑ Proof of Communication (i.e., emails, phone logs, meeting agendas, etc.)<br>❑ Interview-Description of process<br>❑ Other | **Grantee:**<br><br>• Proof of private school consultation (i.e., intent and/or affirmation forms)<br>• Proof of communication with private schools (i.e., emails, phone logs, meeting agendas, etc.) |

**Programming**

| | Monitoring Indicator | Supporting Evidence | Required Uploads |
|---|---|---|---|
| 3 | The grantee provides the minimum number of days and hours for the grades served listed below, AND as described in the original grant <br><br> <table><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>160 days minimum*</td></tr></table> <br> *The minimum day count should not include days with only morning programming or summers. <br> Citation: TDOE ExL Program Manual | ❑ Written program schedule including start/end date, number of days open per year, hours of operation by morning and afternoon, and number of hours per week. <br> ❑ Interview - Description of programming <br> ❑ Posted program calendars/schedules <br> ❑ Other | **Grantee:** <br><br> • Spreadsheet for the program year with the following listed by site: <br> -Start date of programming <br> -End date of programming <br> -Hours of operation by morning and afternoon <br> -Number of days open per year <br> -Number of hours open per week |

| 4 | The grantee has disseminated information about the center's operation to community members in a manner that is understandable and accessible.<br><br>Citation: ESSA § 4204(b)(2)(A)(iii) | ❑ Student enrollment forms/packet samples<br>❑ Program flyers and/or advertisements<br>❑ Sample communication sent to family members or teachers about student's participation in the program<br>❑ Orientation flyers, emails, surveys, etc.<br>❑ Program orientation meetings with sign-in sheets | **Grantee:**<br><br>• Sample communication sent to family members or teachers about student's participation in the program<br><br>• Program family orientation meetings with sign-in sheets by site |

| **Programming** | | |
| --- | --- | --- |
| **Monitoring Indicator** | **Supporting Evidence** | **Required Uploads** |
| 5   Any site schedule changes are posted and communicated to parents, volunteers, and partners.<br><br>Citation: TDOE ExL Program Manual | ❑ Proof of communication with parents, volunteers, and partners (i.e., emails, phone logs, program flyers, etc.) if scheduled changes have been made<br>❑ Other | **Grantee:**<br><br>• Proof of communication with parents, volunteers, and partners (i.e., emails, phone logs, program flyers, etc.) if scheduled changes have been made |
| 6   The site has participant eligibility requirements, schedule, non-discrimination policy, Comptrollers notice, and snack/dinner menu posted in public view located within family pickup area.<br><br>Citation: SBE Rule 0520-12-01-.15 | ❑ A bulletin board showing each item at each site located within the family pickup area<br>❑ Other | **N/A** |

| 7 | The Grantee has procedures located in employee handbook for:<br><br>A) Filing civil rights complaints and<br>B) Staff awareness of EDGAR Section 76.532 prohibiting the use of grant funds for religion.<br><br>The grantee also has employee acknowledgment of receiving the handbook and the policies.<br><br>Citation: ESSA § 4-21-101; 34 C.F.R. § 76.532 | ❑ Employee handbook<br>❑ Meeting agenda with employee sign-in sheets<br>❑ Staff Acknowledgement Forms<br>❑ Interview<br>❑ Other | **Grantee:**<br><br>• Employee handbook<br><br>• Staff meeting agenda showing topics were discussed with employee sign-in sheets |

| Programming | | |
| --- | --- | --- |
| **Monitoring Indicator** | **Supporting Evidence** | **Required Uploads** |
| 8   The program schedule and disciplinary policies are included in the family/student handbook, which is distributed at orientation or upon enrollment.<br><br>Citation: TDOE ExL Program Manual | ❑ Family Student Handbook<br>❑ Evidence of handbook distribution to families<br>❑ Other | **Grantee:**<br><br>• Family/Student Handbook<br>• Evidence of handbook distribution to families by sites |
| 9   Healthy food and drinks that meet the guidelines of the After School Snacks and Suppers section of the USDA Food and Nutrition Service are provided at each site.<br><br>Citation: TDOE ExL Program Manual; SBE Rule 0520-12-01-.15 | ❑ Menu posted on bulletin board<br>❑ Observation<br>❑ Other | **Grantee:**<br><br>• Sample calendar of snacks and/or supper menus by sites |
| 10   Programs must offer 12 hours of programming annually at each site for adult family members, specific to extended learning. The 12 hours should also include the mandatory extended learning parent orientation, but not the general family engagement events the school day hosts.<br><br>Citation: ESSA § 4205(a)(10); TDOE ExL Program Manual | ❑ Communication of event<br>❑ Sign-in sheets<br>❑ Agendas<br>❑ Schedules<br>❑ Photos<br>❑ Other | **Grantee:**<br><br>• Proof of family engagement (i.e., communication, flyers, event agendas, materials, sign-in sheets, etc.) by sites |

| | Programming | | |
|---|---|---|---|
| | **Monitoring Indicator** | **Supporting Evidence** | **Required Uploads** |
| 11 | 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.<br><br>Citation: TDOE ExL Program Manual | ❑ Regular school day discipline log<br>❑ Extended Learning discipline log<br>❑ Sample log(s) if none completed<br>❑ Other | **Grantee:**<br><br>• Sample discipline log forms |
| 12 | Sites are in active collaboration with the regular school day staff to best determine the needs of the students in the extended learning program.<br><br>Citation: ESSA § 4204(b)(2)(D)(i) | ❑ Email communication with the regular school-day teacher<br>❑ Meeting notes or agenda<br>❑ School visits/School communication log<br>❑ IEP meeting notes/invites<br>❑ Other | **Grantee:**<br><br>• Proof of staff communication with the regular school-day teacher (i.e., emails, meeting notes or agenda, sign-in sheets, etc.) |
| 13 | Site staff follow the program schedule and work well together to meet the needs of all students using positive techniques to guide student behavior.<br><br>Citation: TDOE ExL Program Manual | ❑ Observation<br>❑ Training<br>❑ Other | **N/A** |

| **Programming** | | |
|---|---|---|
| **Monitoring Indicator** | **Supporting Evidence** | **Required Uploads** |
| 14 Site activities reflect a broad array of activities that improve student academic achievement in reading/language arts and math based on performance goals.<br><br>Citation: ESSA § 4204(b)(2)(B), § 4205(a), and<br><br>§ 4205(b)(1)(C); TDOE Performance Goal 1, 2, 7 | ❑ Emails, agenda, sign-in sheets<br>❑ Interviews with staff<br>❑ Lesson plans are followed by staff<br>❑ Other | **Grantee:**<br><br>• Academic lesson plans showing links to State academic standards<br>• Proof of staff communication with the regular school-day teacher around academics (i.e., emails, meeting notes or agenda, sign-in sheets, etc.) |
| 15 A range of enrichment activities, including 60 minutes of physical activity each week, are embedded in the site programming (e.g., hands-on science, art, music, etc.) to ensure students are actively engaged in both the activities and the learning process.<br>Citation: TDOE ExL Program Manual | ❑ Posted daily schedule<br>❑ Lesson plans are followed by staff<br>❑ Completed student surveys<br>❑ Pictures<br>❑ Observation | **Grantee:**<br><br>• Enrichment Lesson Plan Examples<br>• Weekly/Monthly Enrichment Calendar Samples by sites |
| 16 Grantee demonstrates how they will coordinate Federal, State, and local programs and make the most effective use of public resources to enable students to participate in a variety of meaningful and fun enrichment activities.<br><br>Citation: ESSA § 4204(b)(2)(C) | ❑ Sign-in sheets of partners and volunteers<br>❑ Proof of communication with partners (partner meeting agendas with sign-in sheets, emails)<br>❑ Other | **Grantee:**<br><br>• Current partnership agreement forms<br>• Current MOUs |

## Programming

| | Monitoring Indicator | Supporting Evidence | Required Uploads |
|---|---|---|---|
| 17 | The grantee houses site activities in a safe and easily accessible facility. Citation: § 4204(b)(2)(A)(ii) | ❑ Observation<br>❑ Other | **N/A** |
| 18 | The student/staff ratio is appropriate and safe for the specific activities conducted and meets the following maximum staffing requirement: *Ratios double for field trips. Citation: SBE 0520-12-01-.15<br><br>| Age | Adult/Child Ratio |<br>|---|---|<br>| Elementary (pre-K-5) | 1:20 |<br>| Middle/High (6-12) | 1:30 | | ❑ Participant list<br>❑ Daily schedule<br>❑ Observation<br>❑ Other | **N/A** |
| 19 | An emergency response plan (ERP) specific to site/extended learning has been prepared and includes appropriate monthly drills with procedures for emergency situations, including fire, tornado, intruder/lockdown, and earthquake (others if needed). Citation: SBE 0520-12-01-.15 and (13)(j) | ❑ Emergency Response Plan for each site<br>❑ Documentation of practiced safety drills<br>❑ Other | **Grantee:**<br>• Emergency Response Plan for each site<br>• Safety drill logs for each site |
| 20 | Grantee has a minimum of two (2) staff members per site 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. A first aid kit is also required to be on site. Best Practice is to certify all staff in CPR and first aid. Citation: SBE 0520-12-01-.15 (13)(g-h) | ❑ List of program staff by site who have completed ERP and CPR/first aid training – include dates of training<br>❑ Copies of CPR Cards<br>❑ Other | **Grantee:**<br>• List of program staff by site who have completed ERP and CPR/first aid training – include dates of training<br>• Copies of CPR Cards |

## Programming

| | Monitoring Indicator | Supporting Evidence | Required Uploads |
|---|---|---|---|
| 21 | The grantee has a secure procedure for the travel of students safely to and from the site (bus transportation, parent pick-up, walking, or student drivers). This procedure must include daily student sign-in/out logs with individual time in and out.<br><br>Citation: ESSA § 4204(b)(2)(A)(i) | ❑ Sign-in/out Logs<br>❑ Transportation plan for students<br>❑ Approved pick-up for each student<br>❑ Policy in parent/student handbook<br>❑ Other | **Grantee:**<br><br>• Written transportation Plan |
| 22 | Student emergency contact and medical information are on file and easily accessible.<br><br><br><br><br>Citation: TDOE ExL Program Manual | ❑ Student emergency information in an easily accessible format | **N/A** |

## Staffing and Professional Development

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

## Reporting and Evaluation

| | Monitoring Indicator | Supporting Evidence | Required Uploads |
|---|---|---|---|
| 26 | Program staff conducts three (3) staff meetings pertaining to program operation and student needs as well as conducts two (2) documented monitoring visits per site annually.<br><br>Citation: TDOE ExL PM | ❑ Staff meeting agendas and minutes with sign-in sheets<br>❑ Completed Monitoring tool for sites<br>❑ Interviews<br>❑ Other | **Grantee:**<br>• Staff meeting agendas and minutes with sign-in sheets<br>• Completed Monitoring Tool conducted by the Project Director for sites |
| 27 | 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.<br><br>Citation: TDOE ExL PM | ❑ ELAP Report 102 Monthly Participation Report by Site(s) for previous month<br>❑ Site sign-in / sign-out documents by sites for previous month | **TDOE Pre-Check:**<br>• ELAP Report 102 Monthly Participation Report by Site(s) for previous month<br>• Sample of Sign-in/out documents for all sites for previous month |
| 28 | The Grantee meets 90 percent of ELAP Data Quality Check (DQCs) by the established deadline.<br><br>Citation: TDOE ExL PM | ❑ Data Quality Checks | **TDOE Pre-Check:**<br>• Data Quality Checks |
| 29 | The grantee conducts a local evaluation three (3) times per year by the established deadline to assess progress towards providing high-quality programming and uses the results to refine, improve, and strengthen the program.<br>Results are made available to the public upon request.<br><br>Citation: ESSA § 4205(b)(2)(A); § 4205(b)(2)(B)(i); § 4205(b)(2)(B)(ii) | ❑ Local Evaluation Checks<br>❑ Evidence of communication between grantee and stakeholders request for information<br>❑ Other | **TDOE Pre-Check:**<br>• Local Evaluation Checks |

## Fiscal Management

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

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

## Fiscal Management

| | Monitoring Indicator | Supporting Evidence | Required Uploads |
|---|---|---|---|
| 36 | The Grantee budget and accounting records align with the approved funding application and reflect the approved line items and amounts.<br><br>Citation: TDOE ExL PM | ❑ Expenditure reports<br>❑ Reimbursement request supporting documentation<br>❑ ePlan budget<br>❑ ePlan approved budget<br>❑ other<br>❑ N/A | **TDOE Pre-Check:**<br>• ePlan reimbursement requests |
| 37 | The grantee ensures internal control; each project director signs for expenditures made from his/her program.<br>Citation: TDOE ExL PM | ❑ Requisition requests<br>❑ Purchase orders<br>❑ Other<br>❑ N/A | **Grantee:**<br>• Completed requisition and/or purchase order with Project Director's approval of expenditures |
| 38 | If the Grantee charges for services or income from other sources, the grantee has obtained appropriate permission from TDOE/US ED. Is the income properly accounted for?<br><br>Citation: UG § 200.307<br>Citation: 2 C.F.R. § 200.307 Program Income | ❑ Policy on program fees/income<br>❑ Program Fee approval from TDOE and/or US ED<br>❑ Accounting ledger showing how funds were accounted for and used<br>❑ Other<br>❑ N/A | **Grantee:**<br>• Policy on program fees/income<br>• Program Fee approval from TDOE and/or US ED<br>• Accounting ledger showing how funds were accounted for and used |
| 39 | All financial records and programmatic records, supporting documents, statistical and other records are maintained for three (3) years or until the resolution of any litigation, claim, negotiation, audit, or other action involving records.<br>Citation: UG § 200.334 | ❑ Records from the First FY<br>❑ Records from the Second FY<br>❑ Records from the Third FY<br>❑ Other<br>❑ N/A | **N/A** |

## Fiscal Management

| | Monitoring Indicator | Supporting Evidence | Required Uploads |
|---|---|---|---|
| 40 | Position count and FTEs are consistent with the budget/application (or approved amendments). Salaries and benefits of staff are tracked appropriately.<br><br>Citation: TDOE ExL PM | ❑ Application / amendment<br>❑ List of personnel by site with the funding source<br>❑ Employee Schedules<br>❑ Signed employee timesheets<br>❑ Other<br>❑ N/A | N/A |
| 41 | Employees who work on multiple activities funded from different sources have personnel activity records (PAR) that support the distribution of their salaries/wages.<br><br>Citation: 2 C.F.R. § 200.430(i) | ❑ Timesheets<br>❑ Personal Activity Reports (PARs) (if applicable)<br>❑ Other | N/A |
| 42 | The grantee has a sustainability plan in place that discusses how the extended learning program will continue after funding ends.<br><br>Citation: ESSA § 4204(b)(2)(D)(i) | ❑ Written Sustainability Plan<br>❑ Other<br>❑ N/A | **Grantee:**<br><br>• Written Sustainability Plan |
| 43 | If the grantee sub-contracts daily programming services to an outside entity, provide a narrative as to how the grantee provides oversight of the sub-contracted entity's programming to meet grant/contract requirements, how expenditures are monitored for allowability and appropriateness, and how the grantee ensures its policies and procedures are being met.<br>Citation: TDOE ExL Program Manual | ❑ Proof of communication with subcontractors (i.e., correspondence agendas, sign-in sheets, etc.<br>❑ Other Sub-contract documentation<br>❑ Expenditures<br>❑ Other<br>❑ N/A TTh | **Grantee:**<br><br>• Proof of communication with subcontractors (i.e., correspondence agendas, sign-in sheets, etc. |

# 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]

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[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-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 students |
| Equipment Maintenance | 336 | Maintenance & Repair Service (Equipment) | |